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ABSTRACT

The Community Achievement Project in the Schools (CAPS) is a public-private partnership between the Untied Way of New York City and the New York City Board of Education. As part of a dropout prevention initiative, CAPS is designed to integrate the services of community-based organizations and schools. The Teachers College of Columbia University has conducted summative and formative evaluations of CAPS and its management. The 1992-93 evaluation considers student characteristics and needs, including trajectories of attendance, student outcomes, program governance and impact, partnership services, and the role of the United Way. A stratified random sample of 20 partnership sites (out of 106 participating sites) includes a balance of elementary, middle, and high schools; a range of budgets; and representation of various ethnic groups. Information was gathered for 640 mostly Latino and African-American students. Study findings were used to develop four clusters of recommendations for better participation of community-based organizations, on-site development of collaboration, better data collection and record keeping, and the continued participation of the United Way. Seven figures and 29 tables present study findings. (Contains three references.) (SLD)

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ED 385 616

EVALUATION OF
THE COMMUNITY ACHIEVEMENT PROJECT IN THE SCHOOLS:
A COLLABORATION
OF THE UNITED WAY AND THE NEW YORK CITY PUBLIC SCHOOLS

FINAL REPORT FOR 1992-93

VOLUME I

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EVALUATION OF THE COMMUNITY ACHIEVEMENT PROJECT IN THE SCHOOLS: A COLLABORATION OF THE UNITED WAY AND THE NEW YORK CITY PUBLIC SCHOOLS

FINAL REPORT FOR 1992-93

VOLUME I

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EVALUATION OF
THE COMMUNITY ACHIEVEMENT PROJECT IN THE SCHOOLS (CAPS)
1992-93

Final Report Executive Summary

The Community Achievement Project in the Schools (CAPS) is a public-private partnership between the United Way of New York City and the New York City Board of Education. Financed by New York State Attendance Improvement/Dropout Prevention (AIDP) funds combined with funds raised by the United Way, CAPS is designed to integrate the services of CBOs and schools to enhance student well-being, attendance and academic performance.

The United Way is currently completing its third year of managing CAPS. Teachers College has been retained to conduct a summative and formative evaluation of CAPS and its management. The evaluators' perspective includes the earlier, Teachers College evaluation of the New York City Dropout Prevention Initiative of 1985-86 to 1987-88, as well as the 1990-91 and 1991-92 evaluations of CAPS carried out by Mirand Associates and the Academy for Educational Development (A.E.D.).

Evaluation goals

Goals of the evaluation, briefly stated, are to describe:

1. student characteristics and needs, including trajectories of their attendance and course grades midway through the 1992-93 school year;

2. the range and clusters of partnership services;

3. student outcomes (impact on students);

4. how information is used to match student needs and the delivery of services;

5. the governance structures that affect partnership effectiveness and development; and,

6. the role of the United Way in managing CAPS, with recommendations for future development of the manager's role.

Methodology

A stratified random sample of twenty partnership sites represents almost a fifth of the 106 CBOs currently participating in CAPS. The sample includes a balance of elementary, middle and high schools, a range of site project budgets (from under $10,000 to over $100,000), representation of African-American, Latino, and Caucasian led CBOs, a mixture of first, second and third year partnerships, and a balance of borough locations.

From these twenty sites, the evaluators selected a sample of 640 students (4% of the total of 16,270 students enrolled in CAPS as of the end of December, 1992), in order to gather demographic and other data about the students and the services they received.

At all partnerships sites, evaluators conducted structured, open-ended interviews with key personnel, accessed records for students sampled, analyzed reports to the United Way, and interviewed appropriate CAPS and Board of Education staff.

Key administrators at the Board of Education and the United Way were interviewed.

Quantitative and qualitative data were analyzed separately and across all twenty sites, in relation to the six evaluation goals. The quantitative data were analyzed by descriptive, non-inferential methods only.

The findings from the evaluation's study of all twenty sites were written up in an Interim Report submitted May 11, 1993. Follow-up on some questions for which insufficient data were available at that time has been integrated into revisions of the Interim Report, resulting in the first volume of this Final Report.

Six sites were selected for more in-depth study as examples of promising collaborations between CBOs and schools. Further interviews of CBO and school staff in these sites, focus group interviews of 48 students, and observations and more informal interviews in the sites, have informed case study write-ups of the six partnerships. They are presented in the second volume of this report, and followed by a cross-case analysis of the six sites.

An exploratory survey of other CBO-school partnerships throughout the nation was undertaken with library and telephone inquiries. Its purpose was to establish the relative comparability or uniqueness of the New York City Community Achievement Project in the Schools. Findings have been written up for this report.

Findings

Student Characteristics and Needs

Demographic characteristics:

o Most of the students for whom data were available were Latino and African-American.

o Local school needs and ethnic identity of a CBO both influenced the ethnic composition of the students CBOs enrolled.

o Males and females were almost equally represented in the sample.

o Limited English Proficiency was indicated for only a small percentage of the sample, but almost two-fifths of the students had reported at intake that English was not the primary language spoken at home.

o The majority of students in the sample were in grades 6 through 10, but the sample included students from all grades.

o A fifth of the sample students were overage (two years or more older than expected by birth date for grade).

Student needs:

o Attendance was the eligibility criterion most frequently checked on the elementary and middle school intake forms. In the high schools, poor academic achievement was the most frequently cited basis for eligibility.

o Attendance and academic performance were seen by CBO and school staff alike as just the surface of the personal and social development and problem solving that need partnership support.

o Students were perceived to need the smaller, more caring environments that CBO-school partnerships can provide.

o Many program activities addressed not just "needs" but potentials of the students, for self-awareness, critical thinking, aesthetic development, cultural sensitivity, productive employment, and social responsibility and initiative.

o CBOs were seen as crucial to bridge a gap between the school and the community.

o School and CBO staff interviewed agreed that students targeted for CBO services were just a fraction of those in need.

Mid-year student trajectories:

The evaluators took the position that it is important to know how students' attendance and course performance are shaping up at midyear compared to the same students' performance the year before -- even though it is premature to regard these as outcomes.

o Records of participating students' attendance and grades proved to be very difficult to access in most sites, which helps explain why many CBOs and schools do not keep track of students' long-run school performance as closely as they might.

o As of midyear, attendance was moving in a positive direction for those students for whom both Fall 1991 and Fall 1992 attendance data were obtained.

o Students' grades in three major academic areas -- English/Language Arts, Mathematics, and Science, but not Social Studies -- were declining in Fall 1992 compared with grades in 1991-92.

o The attendance gains were strongest in the elementary schools, next strongest in the middle schools, and least strong in the high schools.

o The trajectories have been reported first of all under the heading of "Student Characteristics and Needs" to emphasize their relevance to the planning of services or activities for the students while they are still enrolled in the program. Whether or not, or to what extent, they could be regarded as preliminary outcomes of program activities is considered under "Impact on Students".

Services to students and their parents

Findings from interviews of CBO and school staff:

o A wide range of services were provided to students, from counseling to crisis intervention, from tutoring to language translation.

o The CBOs are committed to a level of support for students that goes beyond discrete "services" to advocacy, social and personal development. More explicitly in some cases than others, the CBOs are committed to empowerment of the students and their families and communities.

o The informal activities of the CBOs -- their expectations, role modeling, caring and advocacy for students -- may be as important to fulfilling their missions as the more formal activities that get counted as services.

o Many CBO personnel and school staff perceived that philosophic differences between CBOs and schools -- seeing the whole child in the community vs. just school-related issues -- made a difference in the delivery of service to the students.

o Three different service patterns exist: CBOs offer a new service to students, CBOs offer a variation of existing school services, or CBOs take entire responsibility for an existing category of service (for example, attendance outreach). All three patterns were valued as meeting different needs of schools.

Problems that inhibited optimum delivery of service to students or parents included:

o lack of awareness or understanding of the program and the CBO role;

o inadequate space or equipment;

o inadequate incorporation of CBOs into SBM, house teams, Pupil Personnel Committees, or other decision-making structures, resulting in poor communication between a school and a CBO;

o scheduling difficulties; and

o on the job pressures such as trying to serve too many students.

Sites that had relatively few problems:

o made the CBO a part of the school community, for example, saw the CBO as complementing rather than supplanting school services, and involved the CBO in shared decision making;

o had a clear understanding of program objectives, with both CBO and school staff committed to meeting student needs;

o worked out a way of delineating responsibilities between the school and CBO staff.

Analysis of service records revealed the following:

o Far more service contacts and sessions were reported by the CBOs for the 1992-93 second quarter (October through December) than for the 1991-92 second quarter. This indicated a much more rapid implementation of CAPS in its third, current year than in the second year.

o The level of services recorded in January and February 1993 was not as high as would be projected from the reports for the previous October through December. This at least partly reflects the fact that not all services are captured at the time service is delivered. The recording of services in different partnership sites varied from highly systematic to highly informal.

o There seem to have been robust levels of CBO contact with over half of the participant students. For a smaller fraction, it is possible that new or more concerted efforts are required to reach and involve the students.

Impact on Students

Attendance and course grade trajectories:

o In eight sites where the bulk of participating students were enrolled early enough to allow for the possibility of a program influence on attendance in the Fall 1992-93 semester, attendance trajectories were positive in six cases and negative in two cases. Program activities that probably contributed to the gains were found in all six positive cases; student selection factors may have entered into some of these cases also, but they predominated as likely explanations of the attendance losses in two sites.

o The evaluators do not have sufficient information to attribute the midyear course grades to any particular factors. The generally negative trajectories for course grades between Fall 1992 and the prior year point to the need for collaboration between CBO and school staff to strengthen academic supports for students, in classrooms as well as in extended day or other school and CBO activities. Making the data on grades available to CBO and school staff will be essential for this to take place.

o Students interviewed for the six case studies gave strong testimonials to the impact of the CBOs on their lives in school. The major themes of students' statements included their enjoying program activities and appreciating help with problems; a sense of comfort, being listened to, staff caring for them, and trust in staff; membership, belonging to groups, contributing to the community; motivation to do well in school; students who disrupt school, why some students do not participate in CAPS; and suggestions for changing the program, mostly in the direction of including more of what the participants already enjoy.

o Participating students are most enthusiastic about the activities that involve a performance dimension, that is, activities in which they produce something for an appreciative audience or community: making a mural, putting on a show, garnering food or toys to give to others who need them, competing in sports, role playing a social issue, visiting elderly citizens, or even completing academic tasks that give them entry to other activities.

Use of Information in CAPS

How partnership members exchanged written and verbal information reflected different aspects of relationships between players in the CAPS program.

o Interviews at the United Way, the Office of Student Support Services and Project ACHIEVE established that a very high level of communication has developed between United Way and Board of Education staff.

o The United Way has created a forum to coordinate CBO work plans with school building plans. The Board of Education did not have a process like this before. Principals have been involved in developing, not just signing off on, these plans. The CBOs and the schools are said to have strengthened the congruence of their planning.

o Forms designed by the United Way gather a large amount of site-specific information about staff and expenditures, the quality of school and CBO collaboration, and student enrollment and services to students. However, the partnership sites only occasionally get back reports -- and then only verbal reports -- on the data they submit, particularly the data on services.

o A concern of a number of CBOs was that the data sought by the United Way and others was mostly "figures and numbers". Partnership sites expressed interest in developing a system that communicates things that are really happening.

o The demand on CBOs for record-keeping is very high. Some partnership sites must fill out forms for the United Way, the school, and the parent CBO.

o United Way accounts supervisors do communicate to CBO site staff or their parent CBO about various aspects of project management, in addition to selective feedback about levels of services. Many of the CBO sites reported good rapport, even if limited ongoing communication, with their accounts supervisors.

o Collaborations that worked well exchanged information between school and CBO very readily. The exchange of data between partnership players can be a way of focusing the work of a collaboration.

o The information flow between teachers, counselors, and CBO staff was relatively unsystematic in most sites. Other than meeting with the AIDP facilitator or coordinator, a minority of sites had regular meetings or means of routinely involving CBO staff with school staff.

o Examples of communications arrangements found in the case studies included a daily house core staff meeting, encounters between CBO and school staff in a CBO run Breakfast Club for students, a weekly extended day program meeting and a weekly Pupil Personnel Committee meeting.

Governance

In response to questions asked about governance, both CBO and school staff generally thought the partnership at their site had been jointly planned, felt the partnership was an integral part of the school, and thought the collaboration was effective.

Still, there were various difficulties involved.

o Most CBOs saw themselves as accountable to three administrations: the school, their parent CBO and the United Way.Different configurations of power existed in different sites.

o School Based Management/Shared Decision Making did not emerge in the interviews as involving CBOs. A degree of shared decision making did take place in the same settings where regular communication occurred between school and CBO staff.

o When conflict arose -- for example, around space -- CBO staff often felt they had less power than the school, and did not have a sense of how the problem might be solved.

o CBO staff and school personnel often spoke of the collaboration as a process that needed time and leadership to insure integration into the school. "The community presence is building a bridge to make it a community school."

o In three of the six case study sites, the CBO seems to be moving in the direction of being integrated with the school, not just in providing services to students, but in ways that impinge on the school program and that reflect mutually held beliefs about the students. In the three other sites, the CBOs' activities are relatively discrete or even isolated from the main body of the school and its program.

The United Way's Role as Manager

United Way staff have been intensively involved at every level of CAPS, from negotiations with central offices of the Board of Education, to helping a small CBO locate resources for individual students.

The United Way has functioned on several levels:

o at the community and school system level -- for example, promoting participation in the city's schools by a variety of grassroots organizations with ethnic and cultural ties to students' local communities;

o at a program-wide level -- for example, developing a negotiating process for contracts and work plans that recognizes the need for CBOs and schools to have congruent work and building plans; and

o at a site-specific level -- for example, supplementing the funding of some CBOs to complement the services secured by schools with AIDP funding.

The United Way staff have concentrated their greatest efforts, and been most effective, in the more system-wide tasks. The more site-specific functions, including feedback on reports that do not raise questions for the United Way, are relatively short-changed in this process.

o The greatest limitation on the United Way's capability of carrying out a role they are clearly committed to is their short staffing for facilitation of CAPS.

o Although contact with the United Way varied across partnership sites, central CBO program staff had more contact with the United Way than CBO staff in the schools.

o A parallel finding noted that district staff and administrators had more contact with the United Way than other members of the school staff.

o Board of Education administrators in Project ACHIEVE and the Office of Student Support Services strongly endorsed the way the United Way has interpreted and carried out its role. The main exception to this was the perception that the United Way's accounts supervisors had not had enough time to facilitate the program in the field.

o The Teachers College findings presented in this report basically corroborate Mirand's and A.E.D.'s findings for what might be characterized as the first two stages of the United Way's management of CAPS: creating a monitoring and accountability system with technical assistance focused on implementation of contractual services, and expansion of CAPS to achieve a greater diversity and cultural representativeness of CBOs. Further progress needs to be made, however, toward a third stage that is called for especially by the issues A.E.D. and now Teachers College have identified, strengthening the partnerships in the schools to carry out a philosophy of education and development that responds to the whole child or youth in a relevant community context.

o From a telephone and literature survey of a variety of school and community partnerships around the nation, the evaluators have concluded that the CAPS program is unusual in providing at least three of the four major types of partnerships: case management, co-location of services, programmatic integration, and, to a very limited extent in CAPS (the Advisory Committee), a community coordinating council. CAPS is unique in its flexibility for matching services to needs and in the scope of services and the scale of CBO involvement with the schools. Like other major organizations, the United Way has commissioned evaluations; however, it has not yet used evaluations and research on the scale of some other projects for modifying and restructuring the programs in partnership sites.

Recommendations

Four clusters of recommendations emerge from the findings so far:

Sustain participation of both newer, grassroots and older, more established CBOs in dropout prevention in the schools.

To continue the level of commitment to grassroots CBOs that the United Way has demonstrated, but not at cost to the effectiveness of the more established CBOs, the Board of Education and the management of CAPS need to seek additional funds.

Facilitate further on-site development of the collaboration between CBOs and schools.

Technical assistance should be focused on staff's following up on CBO work plans and school building plans. This means that technical assistance needs to be located at the partnership sites as much as possible, and carried out through the accounts supervisors (or partnership facilitators, as they might better be called).

This necessitates increasing CAPS management staff and restructuring the accounts supervisors' roles to allow them to spend more time at the partnership sites.

During the next three years of CAPS, gradually but deliberately redesign data collection and record keeping to be more informative for CBO staff's work with students.

Service records will be more useful if they show levels of service to individual students rather than just for the CBO overall. These records could be merged with Board of Education student data. For any redesign of record keeping, CBO and school staff first need to be consulted on what information would be most useful for their planning of services to students.

CAPS should have the continued benefit of the United Way's understanding of the program, familiarity with the players, and advocacy for the expansion of community participation in the schools.

Subsequent to this recommendation's having been conveyed in the Interim Report to the United Way and the Board of Education, in May 1993, the United Way's contract to manage CAPS has been renewed. Given the tremendous complexity of the problems that the United Way has come to understand in a very short time, it would have been a step backward to ask another organization to manage CAPS for the next three years.

The United Way has made real progress with the most system-wide components of the manager's role. It made most of this progress in the first two years of CAPS, while in the third year it may have reached a plateau. What it needs most for the next stage of CAPS is a strategy and support for functioning effectively at the site level.

EVALUATION OF
THE COMMUNITY ACHIEVEMENT PROJECT IN THE SCHOOLS

FINAL REPORT

INTRODUCTION

The United Way of New York City is now, in July 1993, completing its third year of managing the Community Achievement Project in the Schools (CAPS). Under its contract, the United Way is responsible for: assisting schools and community based organizations (CBOs) in proposal development; reviewing and evaluating proposals for final decisions by the Board of Education; providing on-going technical assistance to schools and CBOs; instituting a reporting system on services delivered as a basis for validating payments to subcontractors; administering payments to subcontracting agencies; monitoring the quality of services provided as a means of intermittently revising the services delivered; developing appropriate criteria and guidelines for evaluating programs for future funding consideration; and entering into agreements with CBOs for the provision of services to the AIDP program.

Each year, the United Way has been required to obtain an independent evaluation of CAPS. For 1990-91, the evaluator was Mirand Associates, and for 1991-92 it was the Academy for Educational Development (A.E.D.). The Institute for Urban and Minority Education at Teachers College, Columbia University, was engaged to conduct the evaluation for 1992-93. Teachers College (T.C.) had previously evaluated the New York City Dropout Prevention Initiative between 1985-86 and 1987-88 -- the first Board of Education initiative that substantially involved CBOs. The recommendations from this evaluation (Grannis & Riehl, 1990) became the basis for the design of Project Achieve.

After reviewing the Mirand (April, 1991) and A.E.D. (May, 1992) reports, Teachers College accepted the basic validity of their findings, and proposed to conduct an evaluation that would be summative in building upon these reports to look at CAPS in its third year. Teachers College also proposed to make formative recommendations for the future management of CAPS, as did Mirand and A.E.D..

Assumptions

Certain basic assumptions undergird the Teachers College evaluation:

o Partnerships between community based organizations and urban schools are vitally needed to support students at risk. Evaluation of New York City's Community Achievement Project in the Schools should both contribute to the program and document the program for other urban school systems.

o The creation of partnerships is a developmental process that occurs at different rates and takes different paths for individual partnerships. This development has to be seen in the social and institutional context of each partnership, as well as for CAPS overall.

o Gains in attendance and academic achievement are not likely outcomes after only a few months, much less a few weeks of students' enrolling in CAPS or any

such program. Still, it is important to find out what trajectories students attendance and achievement have, and how these are being monitored in CAPS.

o An evaluation of the United Way's management of CAPS must include observations in a sample of CBO-school partnerships, in order to begin to appreciate the scope and quality of their efforts and what it is that the United Way is "managing." These observations should reflect multiple perspectives. No one party, not even the United Way, can be expected to know "the whole truth" of an undertaking as complex as the Community Achievement Project in the Schools.

Evaluation goals

Six goals stated in the evaluation proposal have guided the data collection and analysis. They are slightly reworded here for clarification:

o To describe the range of student needs recorded at intake and presented on a day-to-day basis. This includes -- as a descriptor of trajectories of students' recent school performance, and thus as an aspect of students' needs -- a comparison of attendance and grades in Fall 1992 with the same students' attendance and grades in Fall 1991.

o To describe the clusters of services made available to students through arrangements between CBOs and schools.

o To describe the range of student outcomes, or impact, documented in the work of CBO-school partnerships.

o To describe the use of information by CBOs and schools, as it bears on matching student needs with delivery of service and achievement of desired outcomes.

o To describe the governance structures, formal and informal, that affect CAPS partnerships' effectiveness and development.

o To describe the role of the United Way of New York City in managing CAPS, and to make recommendations for future development of the manager's role.

A seventh, exploratory goal, indicated later in the proposal, was to "create a model composite profile" of student characteristics, needs, services, and attendance and academic achievement data.

METHODOLOGY

Sample

A stratified, random sample of twenty CBO-school partnership sites was chosen from 227 specific CBO-school partnerships that are combinations of 106 CBOs and 107 schools. The sites selected involved twenty different CBOs, or 19% of the 106 CBOs participating in CAPS in 1992-93. Two sites had 1992-93 budgets under $10,000, eight had budgets between $10,000 and $49,999, another eight had budgets between $50,000 and $99,999, and two had budgets of $100,000 or more. Six sites were in elementary schools, seven were in middle schools, and seven were in high schools. The senior leadership of four of the CBOs was African-American, of five it was Latino, and of eleven it was Caucasian. Two of the twenty CBOs were participating in CAPS for the

first time in 1992-93, eight were in their second year, and ten were participating for their third year in CAPS (and in most cases had been involved in CBO-school dropout prevention partnerships before 1990-91). Five of the sites were located in the Bronx, six were in Brooklyn, five were in Manhattan, and four were in Queens. In order to protect confidentiality, the identities of the CBOs are not revealed in this report.

Consult Table 1
All tables are located in the Appendix

At each of the twenty partnership sites, evaluation staff selected a sample of students who had been enrolled in CAPS by the end of the 1992-93 second quarter, October through December, 1992. The goal was to sample an average of 30 students per site, or 600 students total. In sites where there were less than 25 students enrolled, the sample included all or most of these students. Where greater numbers of students were enrolled, random samples were drawn up to a limit of 55 students in a site. The sample resulting from this procedure included 640 students.

Consult Table 2

The obtained sample of 640 students was 39% of the 1659 students reported by the 20 sites as enrolled in CAPS by the end of the 1992-93 Second Quarter, and 4% of the total of 16,270 students (7,814 at the district level, 8,456 at the high school level) in CAPS at that time.

Evaluation tasks

At each of the twenty partnership sites, the evaluators:

o Conducted structured, open-ended interviews with the CBO site person-in-charge, the school AIDP facilitator or coordinator, and other involved individuals as appropriate--the school principal, AIDP district facilitator, CBO supervisor, and/or other involved personnel;

o Worked with CBO and school staff to access records for the students sampled: characteristics at in-take, services received, and school attendance and grades in certain academic subjects--for Fall 1992, and for either Fall 1991 or, if Fall only data were not available, full or final 1991-92. (Scores from standardized tests administered in the prior spring were deemed less relevant for the purposes of this evaluation;)

o Analyzed copies of both 1991-92 and 1992-93 Second Quarter Reports submitted by the CBOs to the United Way: in relation to each other, to the evaluators' observations, and to the 1992-93 CBO Work Plan for each site;

o Selected six sites for more intensive observation and interviewing. An observer in each site conducted focus group interviews with student participants and school staff; parents were interviewed in only two sites. Case studies of the six sites have been written up and are included in this report, along with a cross-case analysis and summary of the case studies;

o Conducted structured, open-ended interviews with key individuals at the United Way, the Division of High Schools and the Office of Student Support Services at the Board of Education;

o Analyzed both quantitative and qualitative data for each site separately and across all sites, in relation to the six evaluation goals. The quantitative data have been analyzed by descriptive, non-inferential methods only.

FINDINGS

Despite the evaluators' intention to be as unobtrusive as possible, the collection of the student data required extraordinary efforts on the part of CBO and school staff, as well as by the evaluators themselves. What was learned in this process was perhaps as important as the data it obtained, and thus is included as "findings" rather than just as "methodology."

o Because most CBOs had the United Way's Intake Form A at least partially completed for most sample students, students' demographic and background characteristics and their eligibility status were the most easily accessed data.

o Nonconfidential service records were readily shared with the evaluators. However, the ways in which local CBO staff kept daily service records were different for every CBO, even more than expected. They varied greatly in the level of detail maintained on a running basis. Even what was defined as one kind of service or another varied considerably from site to site.

o Data on students' attendance and course grades were far the most difficult to access. Few of the CBOs had recorded 1991-92 attendance on the optional last page, for reasons that became apparent when the evaluation tried to access attendance and course grades. Virtually in every school, different combinations of school printouts, permanent record folders, report cards, or section sheets had to be located. Efforts to obtain course grades for students in one elementary school were continued right up until two weeks before the writing of this report, and still were not successful--thus highlighting the obstacles to gaining access to these data.

This process revealed how difficult it would be for CBO staff to keep track of students' school performance over the extended periods of time that semester and full-year attendance and grades represent. CBO staff were in fact observed using current attendance and cutting records to conduct attendance outreach, and staff in some CBOs were aware of students' recent report cards, perhaps having been shown them by students themselves. In order for CBO staff to use attendance and academic performance data to gauge students' term by term or yearly progress and needs, this would have to become a high priority and focus of collaboration between school and CBO staff, beginning with the top management of both the Board of Education and the United Way.

Evaluation Goal One: The Participant Students and Their Needs

Demographic findings:

The sample CBOs have heavily enrolled students from groups that are highly at risk in school. At the same time, there are substantial variations in the level or kind of risk enrolled by the CBOs in different sites.

Consult Tables 3 to 7 and Figure 1

o Latino and African-American students predominated among those whose ethnic identity was recorded. Of the five CBOs with Latino leadership, three enrolled only Latino students and two had substantial proportions of both Latino and African-American students. Two of the three African-American directed CBOs for which these data were available (a fourth did not maintain Intake Forms) had mostly African-American student participants, but one had mostly Latino students. Of the ten Caucasian directed CBOs (not counting a first-year CBO that had almost no students), one enrolled mostly Latino students, another enrolled mostly African-American students, and the remaining eight had sizable fractions of both Latino and African-American students. It is clear that both the ethnic identity of the CBO and local school needs influenced the composition of the students CBOs enrolled.

o Limited English Proficiency (LEP) was indicated for only 6% of the sample. This is likely to be an underestimation; 38% of the students had reported at intake that English was not spoken in their home.

o Males and females were almost equally represented in the sample.

o The sample included students in all grades from K to 12, with the heaviest concentrations of students in grades 6 through 10. Defining "overage" conservatively as two or more years older than expected by birth date for grade, 20% of the sample students were found to be overage. The greatest proportions of students overage were found in high schools, the next greatest proportions were in middle schools, and the lowest proportions were in elementary schools.

Staff appraisals of students' needs: Intake criteria

The evaluation (and many of the Intake Forms) recorded only the highest AIDP eligibility criterion met by a given student, so the record data's inventory of these does not begin to show the whole picture where various criteria might have applied to any one student. Still, the highest criterion checked is important information.

Consult Table 8

In order to allow for meaningful comparisons between school levels, Teachers College condensed the Board of Education's district and high school eligibility criteria, taking note of the differences between criteria for each level.

o Poor attendance was the criterion invoked most frequently in the elementary schools, with poor attendance combined with poor academics as the second most cited criterion.

o Poor attendance was again the criterion checked most often for middle school students, followed by Student in Temporary Housing (STH) or transitional student, and poor academic achievement third.

o In the high schools, poor academic achievement was the criterion invoked most often, followed by referral by a principal, teacher, or guidance counselor, and then by poor attendance.

Staff appraisals of students' needs: Interview results

o CBO and school staff interviewed seemed to agree on many questions, but they also tended to see certain issues differently. CBO and school staff both pointed out that attendance and academic performance are just the surface of the personal and social development and problem solving that students need adult support for. School and CBO staff agreed especially on the need for counseling. They diverged most in their interpretation of students' experience in school and the purpose of the CBO in the school. Of course, the details varied from site to site. The following are words and phrases taken from observers' notes to indicate the range of student needs -- sometimes expressed as goals -- that staff talked about in the different partnership sites:

Empowerment of students, taking responsibility for their own lives

Relief from, coping with extreme poverty, depressed neighborhoods, a depressing school building and location

Help with the traumas of temporary housing

Adaptation to schools that are very different from the ones back home (in Haiti, the Dominican Republic), where teachers were like part of the extended family and had said authority with the students, where the students might have experienced greater success in school than here

Positive supports for "doing the right thing," "being an African-American man [or woman]," rather than punitive discipline for "acting up"

Ethnic role models, community-tied persons in schools to talk up the importance of education

Adults to match students' different styles

Understanding teachers, mediation with some teachers who are belligerent (and no doubt perceive kids this way, though some CBO staff say all kids can be reached)

Peace and quiet in school, a refuge from shouting adults, rowdy peers, and overcrowded homes

A place to go to relax, check in, where people care

To belong, participate, be in activities, make friends

Mediation of conflicts with peers

Help in handling sensitive issues, for example, telling mother about a pregnancy

Dealing with upset at report cards

Preparation for work, developing expertise in something

To develop community awareness and responsibility

Health care

College orientation, even though family or school might think it is not right or too early to talk about college

For parents: orientation to school, advice and referrals to help with myriad problems of bringing up kids, health, law, and other aspects of the student's family system

People parents can communicate with to overcome a perceived remoteness or hostility of school

o CBO and school staff repeatedly said that the students targeted for CBO services were just a fraction of those in need. Not even the students most in need were necessarily served if a school had selected students on, say, attendance criteria alone, or just students in temporary housing.

o Some CBOs have embraced a much larger compass of needs than others, but even those that are smaller and report fewer components of service have to respond to many of the needs suggested above. The institution of school, especially a large school, puts teachers and students alike at risk of impersonal, if not negative, interactions. CBOs have the advantage of being much smaller, relative to the school. A CBO may help in the transformation of the school environment into a caring community. This view was shared by top United Way and Board of Education administrators alike.

School attendance trajectories

Attendance (and later on, course grades) are included in this analysis of student needs in order to emphasize the potential function of these data in planning services for students. Results vary greatly from site to site and have to be understood in terms of each site context, for example, grade level and selection of students for participation in CAPS.

Consult Tables 9 and 10

o Fall 1992 attendance was obtained for 92% of the students in the sample. Fall 1991 attendance data were located for 60% of the sample; for another 26%, full-year 1991-92 attendance was obtained.

o For those students who had Fall 1991 attendance data, the average number of days absent in Fall 1991 was 14.92. For these same students (plus a small number of others for whom only Fall 1992 data were available), the average number of days absent in Fall 1992 fell to 13.41.

Consult Table 11 and Figures 2 to 4

o Of those 380 students who had both Fall 1991, and Fall 1992 attendance data, 53% had a gain in attendance, 45% had a loss, and 2% had no change in attendance between a year ago and this past fall. Gains were strongest in the elementary schools, next strongest in the middle schools, and least strong in the high schools.

o Further analysis reported below under "Evaluation Goal Three: Impact on Students", concluded that there was a high likelihood that the CAPS/AIDP program had had a positive impact on students' attendance in six sites; that attendance losses could be attributed to the characteristics of the students enrolled, more than to program, in two of the sites; and that the part played by the program in the attendance of students at the other sites was more ambiguous. These findings underscored the importance of making the data available to staff on site, who are more likely to know what individual and contextual factors are involved, and who are in the best position to use the data to target supports for students with different trajectories.

Course grades trajectories

As with attendance, only full 1991-92 data were available for many students, especially in the district schools. The course grades analysis of this report does not distinguish final 1991-92 from Fall 1991 grades, but uses whichever data were available in the records. From the standpoint of students' recent experience of school success or failure, this comparison seems more valid for course grades than it would be for attendance..

The evaluators have used grades in courses rather than achievement test scores as an indicator of academic progress first of all because the timing of the tests for which scores might be available -- for example, the spring semester reading and mathematics achievement tests -- does not align with the fall to fall comparisons that can be made at midyear. A second, more substantive reason is that grades respond to intervention more rapidly than test scores do.

The evaluation classified students' grades in four subjects, English or Language Arts, Social Studies, Mathematics, and Science, as follows: grades between 80 and 100, grades between 65 and 79, and grades lower than 65. Letter grades in the district schools were assigned values in these ranges as follows: E=90, G=80, S=70, N=60, U=45. The pass-fail distinction (65 or higher vs. less than 65) is obviously important, as would be high school credits accumulated (which the evaluation did not record). However, low passing grades at one point in time often become failing grades at a later time, while higher grades sustain a student's ambitions for higher education. The strength of a student's passing grade in one subject or another could be critical information for a CBO case worker, counselor, mentor, or tutor. Therefore, the proportions of grades falling in each range are reported for each course area.

Consult Tables 12 to 15

Tables 12 to 15 show the number of students in each range of grades for each site, for Fall 1991 or end-of-year 1991-92, and for Fall 1992, in each of the four subject areas selected.

o The proportions of students who had Fall 1992 grades of 80 or higher were 25%, 27%, 17%, and 20% in English/Language Arts, Social Studies, Mathematics, and Science respectively.

o The proportions with Fall 1992 grades under 65 were 37%, 32%, 45%, and 37%, again in English/Language Arts, Social Studies, Mathematics, and Science respectively.

o The relative proportions of high and low grades were more favorable in the prior year, 1991-92, for three of the subject areas, though not in social studies; but grades for the two years cannot strictly be compared.

Trajectories have been calculated for students for whom data were found for both years -- again using either Fall 1991 or full 1991-92 grades for the prior year, which limits the exactness of the comparison.

Consult Tables 16 to 19 and Figures 5 to 7

o Substantial fractions of students had positive course trajectories, i. e., Fall 1992 grades that were higher than their Fall 1991 or final 1991-92 grades in one or more of the four subjects examined. Excluding missing data, 37% had higher grades in English or Language Arts, 38% gained in Social Studies, 32% had gains in Mathematics, and 35% gained in Science.

o At the same time, the proportions of students with losses in these subjects were even greater. Comparing Fall 1992 with Fall 1991 or final 1991-92 grades, 41% had lower grades in English, 41% had losses in Social Studies, 44% lost ground in Mathematics, and 44% had losses in Science.

Even if they are improving their attendance at school, students' prospects for high school graduation are very limited if most of their grades are either failing or in the lower range of passing. These findings underscore the necessity of the systemic linking of academic and social supports that lies at the heart of the CBO-school partnership concept.

Evaluation Goal Two: Services to Students and Their Parents

Qualitative findings on services

CBO staff provided services in a variety of ways, formally and informally, through brief contacts as well as through more in-depth contacts.

o A wide range of services were observed or discussed in interviews in the twenty CBOs. The services included:

counseling for individual students, groups of students and families

attendance outreach (home visits, phone calls, letters)

workshops for students (e.g., personal development, social skills, self-esteem, work skills, employment, college preparation, leadership, handling conflict, violence, empowerment)

workshops for parents (e.g., parenting skills, parent-child communication, community resources, job training, school-related issues, helping with homework, American way of life, conflict and violence, coping skills, discipline)

extended school day programs/activities (e.g., tutoring, remediation, homework help, communication arts, video, dance, drama, language instruction, arts and crafts, discussion groups, cultural enrichment)

health services (direct health services as well as health education for students and parents on topics such as AIDS, sexual abuse, drugs and hygiene)

incentives such as trips and awards

activities during the school holidays and summer

referrals to outside agencies/community services

community outreach activities (e.g., working in senior citizen center, doing community activities)

crisis intervention

language translation for students and parents

o CBOs also provided less tangible services like making the school a more familiar place to international students; serving as advocates for students and mediating between students and the school; and helping students and parents navigate different institutions and social service systems.

o The mode of working with students varied enormously. A few examples illustrate the range:

a CBO counselor meets with students' parents and teachers and observes the students' behavior in the classroom, at lunch time and in other school settings;

a CBO social worker, noting that many of the girls did not have friends, has started a girls' group to address social skills;

in several CBOs, contracts have been drawn up between students and the CBO, allowing the students to decide what goals they want to achieve and the process they will use to achieve them.

Selection of student participants

o Students were referred to CBOs for the most part by AIDP facilitators. Teachers, guidance counselors, principals and SBM team members also made referrals.

o In some cases, CBOs worked with the most at-risk students identified in a school, while in others they included students at a somewhat lower risk level whose chances of success seemed better.

o The targeting of students for services resulted in problems if school staff perceived that CAPS was rewarding "bad" students instead of "good" ones, resented that students were receiving special services, or felt that the entire school population was at risk.

o Some CBO staff, for their part, were also troubled by the way students were targeted. Staff of some CBOs felt they could have more impact if they were funded to offer a broader range of services, if younger students were targeted or if services could be provided across the spectrum to all age groups of students.

o CBOs with funding from varied sources were able to provide services to CAPS students beyond the services that were covered by AIDP funding. They were in a similar way sometimes able to extend the services provided to some students with CAPS funding to other students through different funding. Health services were furnished to CAPS and other students throughout one of the high schools in this way.

Relationship between CBO and school services

o CBOs in some partnership sites provided services that were otherwise not available to students at the school, for example, counseling in some (district schools), health services, language translation and contact with and access to community agencies.

o In some partnership sites, CBOs provided all of a type of service that might otherwise be offered by school staff, for example, attendance outreach. CBO staff who lived in the neighborhood and who saw students and parents informally in settings other than the school were regarded as a valuable asset for the school.

o Finally, in other partnership sites CBOs provided services that were parallel or complementary to services offered by the school. This occurred, for example, when there were special ethnic or language groups of students needing services.

o Many CBO staff perceived that different philosophies underlay the delivery of service by CBO or school. For example, they spoke about a difference between the social work and guidance counseling approach to services, that is, dealing with the entire life of the student as opposed to just the school-related issues of the student.

o Evaluators observed that almost all CBO staff working in the schools were persons from racial or ethnic minority groups. This clearly reflected an effort to match the ethnicity of the students in the program.

Problems in service delivery

A number of factors hampered service delivery in some sites.

o Misconceptions of the program, services, CBO role and CBO staff existed among the service providers, other members of the school staff and/or parents, in certain sites. For example, many of the CBO staff who were providing counseling noted that the need for confidentiality was not always observed. Some members of school staff questioned the use of incentives and did not see the relationship between "fun" activities and academic success. At times, parents were unclear about the purpose of the program or viewed the CBO person as an agent of the school, not unlike a social agency such as the Bureau of Child Welfare.

o Inadequate space and equipment were common themes in discussions with CBO and school staff. CBO staff in some sites had to do counseling in auditoriums, hallways, stairways, off-site (e.g. a pizza parlor) and amidst noisy conditions which prevented confidentiality and good technique. Some sites could not do group events as of yet because sufficient space was not available. Lack of access to duplicating machines made it difficult for both CBO staff and AIDP school staff to provide services and do necessary paperwork. When space was adequate, the sharing of space between CBO and school staff and between the staff of two CBOs proved beneficial in terms of sharing of information, experiences, and equipment.

o Poor communication between CBO and school staff presented problems for both groups of service providers in a number of sites. Inadequate incorporation of CBOs into SBM, house teams, Pupil Personnel Committees, or other decision-making structures, contributed to poor communication. CBO staff noted that poor information flow could make it difficult to design services for students or to provide services. Quite a few of the CBO staff mentioned that they were never formally introduced to the school and that they felt like guests rather than a real part of the school community. A few CBOs tried to perform this role themselves by sending out letters to teachers or calling meetings with school staff; a few others noted that they were written up in school communications. School staff on the other hand felt that the CBO staff were sometimes unaware of school operations or procedures. One commented "They [CBO] don't rely on us to help them."

o Closely related to problems with communication were problems in scheduling. Teachers were reluctant to have students pulled out of classes and some students had little time in their schedules to receive CBO services. Coordinating activities with the custodial staff created problems because activities had to be postponed if custodial staff were not available. School program staff were concerned when students did not receive full service because CBO staff were at the school infrequently, had variable hours, were ill or left the program. Since school and CBO staff might work different hours, it was difficult at times for CBO staff to attend meetings.

o The fifth major obstacle to effective service delivery was pressure on the job. CBO staff often had heavy caseloads and in some cases this was combined with an inadequate number of staff. Though CBO staff were praised by school staff for "working with every student they could", they could feel burdened or that they were being taken advantage of. In cases where the CBO was understaffed, CBO staff knew that to attend meetings or to provide support to students and parents off-site meant that the rest of the students were not being served. United Way staff noted that CBOs often went beyond their contracted services not only because they were committed to the students and the community ("they're my kids") but also because they wanted to be on good terms with school staff. CBO staff who made home visits commented on the unsafeness of the neighborhoods and that safety often required going in teams which required careful scheduling.

Partnership sites that had few problems with service delivery

o had made the CBO a part of the school community, i.e., saw the CBO as complementing rather than supplanting school services, and involved the CBO in shared decision making;

o had a clear understanding of program objectives, with both CBO and school staff committed to meeting the needs of students;

o and had worked out a way to delineate responsibilities between the school and CBO staff -- divided the services, shared services in a flexible way, carried out some activities jointly and others separately.

Quantitative findings on services

Second Quarter service reports for 1992-93 and 1991-92

The United Way requires all CBOs in CAPS to submit Quarterly Reports for each site as a condition for reimbursement. The reports include a report (Form D) on services performed during the quarter.

o The United Way published, in a February 1993 report to the CAPS Advisory Committee, data from the 1992-93 Second Quarter service report (October through December, 1992): the planned vs. actual student registration for each of the fourteen service components identified in the program. This is a first step toward providing feedback on the service reports to CAPS participants.

o It was evident in the United Way table (not reproduced in this report) that about half of the twenty sites in the Teachers College sample had reported substantially smaller numbers of actual registrants than planned in at least some components.

The enrollments might well be expected to increase during the third quarter, and one could equally stress that half of the CBOs had already enrolled the number of students planned by the end of the second quarter.

In either case, the service reports lend themselves to the United Way's monitoring of overall levels of service delivery, though not delivery of services to individual students.

Teachers College received from the United Way these same reports for both 1991-92 and 1992-93 and did some further, though still simple calculations. In order to get a picture of actual services or activities carried out in the different components, instead of only the numbers of students eligible for the services, the evaluation added up the total number of "contacts" and the total number of "sessions" CBOs reported for each of the fourteen components. ("Services" and "contacts" are not defined in the United Way's forms manual, but it can be inferred from the predominant data patterns that six students counseled individually would amount to six contacts and six sessions, while six students who were counseled in a group would amount to six contacts and one session.)

Consult Tables 20 and 21

o The majority of the twenty CBOs reported more students enrolled to date and more service contacts for the Second Quarter of 1992-93 than for the Second Quarter of 1991-92.

o Of special significance is the finding that, of the eight CBOs in their second year in CAPS, six reported substantially more students enrolled and services

performed than at the same time last year. This shows that these CBOs have not had a recurrence of the start-up problems they experienced in their first year.

o Of the two CBOs in the Teachers College sample participating in CAPS for the first time in 1992-93, one, whose budget only allows one day of one staff person a week in the partner school, has not yet found a way to provide significant numbers of services in the school; but the other, working with a larger budget and building on plans made late in 1991-92, has already exceeded its anticipated enrollment and services for 1992-93.

o Overall, far more contacts and sessions were reported for the 1992-93 Second Quarter than for the Second Quarter of 1991-92, indicating much more rapid implementation of CAPS in its third, current year than in the second year.

Records of services performed in January and February 1993

Evaluation observers consulted with CBO staff at each site to ascertain levels of service recorded in January 1993 and February 1993 for students in the five components that CBOs had reported most frequently on Form D for the 1992-93 Second Quarter: Case Management, Personal Development, Attendance Outreach (excluding mail and automated telephone), Parental Involvement, and Extended School Days. The observers were instructed to record just four levels of service for each of these components: 0, 1, 2, or 3+ (3 or more) contacts. Whether the contacts occurred in individual or group sessions was not taken into consideration. The purpose of this observation was not only to obtain the levels of service as such, but to get an idea of how services were being recorded before their entry onto the United Way's Form D.

Consult Tables 22 to 26

Teachers College compared the number of service contacts each CBO had recorded for the evaluation sample in January and February with the number the CBO had reported on Form D for the previous October through December. (The analysis summarized here is not shown in a separate table, but is based on the data in Tables 20 through 26.) Taking into account that T.C. looked for services in just two months, while Form D represented three months; that "3+" could stand for more than just 3 services in a month; and that the T.C. sample was smaller (sometimes much smaller) than the number of enrolled students CBOs reported services for in the Second Quarter: the evaluators asked whether the services found in January and February appeared to be recorded at a greater or a lesser rate than had been reported for these components in the Second Quarter.

o In about a quarter of all the cells, the number of services found recorded for January and February was greater than would have been projected from the level reported in October through December.

o In another quarter, the level appeared to be about the same as would have been projected.

o In about a third of the cells, the level of services recorded in January and February seemed to be lower (in a number of cases, substantially lower) than would have been projected from the Second Quarter report.

o Finally, about a sixth of the cells represented cases where no services were planned for or performed.

o Overall, the analysis found that a "good start" had been made on the recording of services for January and February, but that the distribution of the contacts among components did not correlate well with the distribution reflected in the Form D reports for the previous quarter.

There are a variety of reasons why the volume of services recorded during these two periods is different, and why the correlation between components at these different times appears to be low.

o The program implementation was farther along in the beginning months of 1993 than in the last months of 1992. From this standpoint, however, higher levels of service delivery would be expected to be recorded in the later two months, not in the earlier ones.

o The organization of daily or weekly record keeping varied from highly systematic, to highly informal, to disorganized.

o Lists of students in extended day or in-class activities, and sign-up sheets for students who drop by a CBO area informally, were maintained at some, but not at other sites; later calculations for a quarterly report may make estimates for these.

o There appeared to be different interpretations of what the components of service include. For example, some CBOs seemed to consider only the initial intake process as case management, but had higher levels of personal development than before. Others reported much higher levels of case management than previously, but had lower levels of personal development. Contacts might be shifted from one category to another for the quarterly report, in order to satisfy expectations based on the numbers in the work plan.

o The Form D reports were completed at CBO headquarters rather than on site in some cases. CBO site workers often did not get feedback on their reports directly from the United Way, in some cases because the United Way communicated with their supervisors at CBO headquarters rather than with site staff directly.

All of these reasons for differences between the Second Quarter Form D reports and the T.C. inventory of services recorded for January and February help explain why so many CBO staff told T.C. observers that they found the Form D reports more burdensome than helpful to them. (See below.)

The last analysis of the data for January and February asks how many contacts individual students received in the five service components combined. Because some CBOs offered services in only one or two of the areas examined, while others conducted activities in several of the five areas, equal numbers of contacts would not be expected for all students. The simplest analysis asks simply how many students received at least one contact, vs. no contact at all, in any one or more of the five components examined, for January and February combined.

Consult Table 27

o Eight percent (8%) of the students who were registered for October through December, 1992, did not receive at least one service contact during January and February in the five service components examined.

o The percent of students receiving no direct contact approached the even lower proportion with no direct contacts, 5%, found in the earlier (1987-88) Teachers College evaluation of the CBO-model AIDP programs in the Dropout Prevention Initiative middle schools.

A more complex question asks what proportions of students received different levels of contact in January and February separately.

Consult Tables 28 and 29

o In January and again in February, about 16% of the students sampled had no contacts indicated in CBO records. (The 8% with no services in both months combined represents the overlap of these counts.)

o In each month, over a quarter of the students had just one or two contacts recorded for the month.

o In each month, over a quarter of the students are shown as having 3 contacts. Because `3' was the largest number of contacts that the evaluators recorded for any one component in a given month, when in fact a student might have received many more contacts in that month -- for example, by attending an after-school activity center, or through repeated attendance outreach efforts -- the recording underestimates the total number of contacts for many students. Some students might have received only 3 contacts, but many who had only a `3' recorded in just one area of activity might have received many more than three.

o About 30% of the students had 4 or more contacts recorded for January, including some for whom a `3' again might have stood for many more contacts. About 27% had 4 or more contacts recorded for February.

o Overall, there seem to have been robust levels of CBO contact with over half of the participant students. For a smaller fraction, it is possible that new or more concerted efforts are required to reach and involve the students.

o There were strong variations within CBOs in terms of the levels of service or activity recorded for individual students.

The main function of these tables is to point to the kind of analysis that would be possible if services or activities were reported for individual students. Levels of service to individual students cannot be seen when contacts are reported only by service component, as with the United Way's current Form D, rather than by individual student.

Evaluation Goal Three: Impact on Students (Student Outcomes)

"Impact" is a better word than "outcomes" for what the evaluation has tried to assess at this point in time. It is premature to talk about "outcomes" before the end of the school year. The use of this term in the proposal reflected the evaluators' belief that it is important for an intervention project to keep track of students' progress toward outcomes. Comparing students' current year attendance and grades with prior year attendance and

grades is one important part of monitoring student progress. Interviewing students to get their reaction to the partnership experience is another. The evaluators' efforts have yielded partial answers to the question of how CAPS is impacting the participating students and schools.

Attendance and Course Grade Trajectories

One question posed by the evaluation is whether the attendance and course grade trajectories reported above as student characteristics can be attributed to the CAPS program. However, to answer this question requires not only the data of the trajectories themselves, but also information about the context of the trajectories.

The attendance data seem more likely to be closely related to CBO activities than students' grades in courses would be, but even attendance raises a variety of specific questions.

o In eight sites where the bulk of the participating students were enrolled early enough to allow for the possibility of a program influence on attendance in the Fall 1992-93 semester -- i. e., where the students were enrolled at least by late October 1992 -- attendance trajectories were positive in six cases and negative in two cases. Both the nature of the CAPS program in the various sites and the entering characteristics of the students might have affected these different midyear results.

For example, in site #320 most of the sample students had been enrolled in the previous spring and summer, and 57% had attendance gains between Fall 1992 and Fall 1993. The CBO in this site had an aggressive attendance outreach and counseling effort. The gain here can be attributed to the program with confidence.

Most CAPS students in site #108 were enrolled in October, and 81% had an attendance gain. The CBO sponsored extended-day and parent involvement activities. Attendance in the after-school sessions was observed to be very high. It is likely that participation in these sessions contributed to the attendance gain, although another factor could be that the students who were recruited for an after-school program were already committed to attending school.

Most of the CAPS students had been enrolled by late October in site #202, and there was an attendance gain of 83%. Interviews of staff and students suggested that a particularly strong attendance incentive program might have been one factor in this gain.

In site #113, most of the sample students were enrolled in October, and 95% had an attendance gain! It appeared in this site that the efforts of both the CBO and a school AIDP family worker contributed to student gains.

Most students in the CAPS sample at site #218 had been enrolled between July and September, and 50% of these students improved their attendance from the previous fall. The CBO was heavily involved in attendance outreach and after-school activities and certainly contributed to the gains of these students.

In site #203, most of the students were enrolled in September, and there was an attendance gain of 60%. CBO staff went around to classes every day to find students who might have been marked absent because they came late to school; the evaluators used these corrected attendance data. Many interruptions from the general school environment made it difficult to hold sustained counseling sessions in a crowded office, but informal encounters were frequent.

Most CAPS students in site #301 had been enrolled in CAPS in September or, in many cases, the previous year. But only 11% of the sample students had an attendance gain, while 89% had a loss. Students came to the CBO initially for health reasons, and the likelihood is that these students were absent more in Fall 1992 than in Fall 1991 for health reasons. Still, staff on site would have a more complete understanding of what contributes to the pattern.

Students in site #310 had all been enrolled in mid-October. More of the sample students had attendance losses (43%) than gains (37%) between Fall 1992 and the previous fall. In this case, however, the average attendance of the students the previous fall was already remarkably high, as the students were enrolled for cultural reasons that affected their grades rather than attendance. A regression to the mean would be expected for students with such high attendance to begin with.

o In another six sites where attendance data were available for both Fall 1991 and Fall 1992, the trajectories were not strong enough to lend themselves to the kind of analysis suggested here, and/or students were enrolled too late in the semester to suppose that Fall attendance would have been affected. The data might be more meaningful, however, to site staff themselves, especially on an individual student basis.

o Interpreting the trajectories of students' grades is even more difficult than attendance. The clearest cases to start with would appear to be those sites where there were gains by a majority of students in three of the four subject areas, or those where there were losses by a majority of students in three of the areas.

In site #202, large proportions of students had gains in English/Language Arts, Social Studies, and Science, in addition to the attendance gains found for this school. Interviews with staff and students suggested that, in addition to the attendance incentives, a school peer tutoring program and AIDP recruitment of students with poor attendance but academic potential might have been factors in the students' positive course grades trajectories.

In site #203, there had also been an attendance gain, but there were losses in English/Language Arts, Social Studies, and Science. The simplest conjecture would involve both the fact that the CAPS program here did not include academic support activities, and that the general environment of the school was observed to be particularly debilitating for students' achievement. But once again, on-site CBO and school staff would have a better understanding of just what is involved.

In site #212, the attendance and course grades pattern was very similar to site #203: a gain in attendance but losses in three academic areas. In this case, however, there was not only an effective attendance outreach

program; also the school environment, at least outside the classrooms, appeared to be conducive to learning. The argument for the necessity of specific or targeted academic supports being coordinate with attendance supports might be particularly clear-cut in this situation.

o All of these cases argue for site staff themselves having trajectory data for individual students, and judging their progress with students accordingly. The fact that fewer than 38% of the students in any of the four subject areas were on a positive trajectory between 1991-92 and Fall 1992-93 underscores the importance of staff's being able to examine these data closely.

Student perceptions of the program

Forty-eight CAPS students were involved in focus group discussions in the six case study sites. In addition, the evaluators participated in various activities with students, and talked informally with students on these occasions. The results can be only partly generalized to the many students who were not interviewed, but they do throw light on how some of the most accessible students perceived the CAPS program.

Student remarks have been collected under headings that represent the most salient themes in the interviews. Some of the quotations appear also in the case studies, but they are brought together here to show a broader picture. A number of the comments here are translations from Spanish language interviews. Interviewers' questions are occasionally shown in brackets, while clarifications of students' statements are shown in parentheses.

Most of this review consists of statements by the students' themselves. Their own language speaks more powerfully than the evaluators' summaries of it.

o Enjoying program activities, appreciating help with problems

Students at all six focus interview sites talked enthusiastically about CBO activities and services.

Alpha

"We go to math and reading and to recreation where we play basketball and video. In video we tape poetry with Mrs. (name). We also do shows, you know, act out parts."

Delta

"We do lots of things here. We go to the video club, have breakfast here when we want to and go to the (name) senior center. We help out there. We help with the food and talking to them, listening to their stories.... They have so much to say, I really like going there."

Gamma

"We get to do all kinds of stuff at (CBO). The other day, they gave us like 15 different math papers to work on.... We do work, problem work. Sometimes, if we do all of them, then we get to go on a trip to the baseball game. Or like last week, we went to the Knicks game. It's fun."

"When I come to (CBO), I do my homework, work with my music group and like go on trips....do reports on the trips."

Kappa

"They visit your home. If you have problems at home, they help."

"We went to universities. We took trips, like to a precinct to talk with the police."

"My guidance counselor sent me here. I missed classes and my grades were bad. I go to the leadership club. I come here during lunch and study hall. You like it here. (CBO worker) is my counselor."

Lambda

"I like the groups, the experience we have here....like we went out, doing things....with the people here and the people of the community."

"They help us with our problems, personal problems, they help us with our work."

"She is helping us with the summer job applications....to fill it out."

Omega

"I like to see the doctor if there's a problem or something. Or to see one of the social workers if you need somebody to talk to. Or to work (filing records etc.) during a lunch period."

"I come up here because I have asthma and sometimes my asthma bothers me in school. So, I keep medicine, because I forget to bring my medicine to school sometimes, so whenever I need it I just come up here. [So you come up here for a medical reason?] And I come here every day for period four.... It's my lunch period, but I don't go to lunch. I just come up here and I help out."

o <u>Complaints, what the students would change</u>

The students interviewed had very few negative comments about CAPS. What they did say they would change generally fell in the category of having different activities, or more of the activities they already had. In a couple of sites, students also seemed to be reacting to the CBOs regulating their activities more than they had expected. Students in one site wanted a space that afforded more privacy for their counseling.

Alpha

"If I could change the program, I'd keep us here a longer time, to six. I like it when they help you with your homework and take you ice skating."

"Last year, we had more clubs here -- cooking, sewing, dancing, music, French, Spanish, arts and crafts. I would bring those back."

Delta

[Well, it sounds like you really like it. But things can always be better. What would you do to improve it?]
(Silence.)
"No. It's perfect. You can't make it any better." (General agreement.)

Gamma

"I would have a lot of activities. I would have basketball. Everyday. You know, all different kinds of activities.... It would be different, but it wouldn't be so different because they have activities similar."

[If you were to design a program, if you were in charge, what kinds of activities....?]
S1. "Trips, a lot of trips."
S2. "I would make a lot of workshops, different workshops."
S3. "Like what they do here."

Kappa

"We should do more things like take food to the homeless and visit colleges.... We don't need more help with homework. There are a lot of places to go for that."

Lambda

"(We should have) time to do our homework.... We should go out more....like to go to museums."

"....it was like saying come here to hang out and have fun, now it's like....you have a boss and you have to constantly, constantly work.... Last year was fun, you used to come chill with your friends, play around."

Omega

"Make it private and bigger. You don't want other people to hear what you're talking about because it's private stuff."

"They should have ceilings on these offices, because some students think it's not private enough.... but that's basically all."

o Being comfortable, being listened to, caring, trust

Students in all six case study sites expressed strong feelings of CBO staff's listening to them and supporting them in ways that showed staff cared. Students trusted staff. It could be that if students had been identified for the interviews by teachers or school guidance counselors, rather than by CBO staff or in the CBO space, testimonials about some of them would have been equally strong. As it was, however, part of the significance of what the students said about CBO staff in these interviews lies in the contrast to what the students said about school staff who were not affiliated with CAPS. The very first quotation below, however, demonstrates that this generalization does not always hold.

Alpha

S1. "Some of the (CBO staff) in the program are too strict. Mrs. (name) doesn't even like you to correct her."
S2. "I like Mr. (name), he allows us to be who we are."
S3. "Yeah, he's good. Yeah, I'd send my friends to talk to him."

Delta

S1.. "I had to have an operation for cancer. I was really scared. (CBO staff person) talked to me about it before having it. He really helped."
S2.. "They care about us here."
S1.. "After the operation (CBO staff) got me a tutor to come to my home. I didn't want to come back to school. I felt, you know, embarrassed and didn't want to see anyone, and I didn't want to do any school work or go to my classes. He got me a tutor who helped me with my classes and my assignments. Now I'm back in school...."
S3.. "Once when I missed classes for a few days, (CBO staff person) came to my home on a Saturday. I was still in my pajamas! He'll show up at anytime, even on a Saturday morning."

Gamma

"Well, when you come here, it's not like you outside.... They give you respect. See how they're all listenin' [referring to the other students in the interview], they call it `one mike.' But, everybody listens to what one person is saying, then the next person wants to say something, he can say it. But everybody like listens to you. It's like respect. They give that everyday."

Kappa

"It's like home, I like it here."

"They're here for us (name of ethnic group)."

Lambda

"If we have any problems, we know that we can go to her [CBO counselor] cause we could trust her. We're used to her already.... we know she's our friend, we can count on her."

"Some (school) counselors mess up your records.... [How?] They confuse you with another person.... There's another girl in the school with the same name as mine, they don't tell us apart."

"The security people are rude.... They opened my purse, she asked do I have a razor in it.... I had makeup that day and I had to put it on the plate, she asked me to open my mascara, `I want to see if you have cocaine in there.' I got mad and told her off. [Did you tell anyone?] They won't do anything. They don't believe us, they'll take their word over ours. There are some students who will bring it to school."

"It's not the violence only, I'm in honors class, right, and if I go to the guidance counselor and he doesn't even let me talk before he tries to solve my problems like if he were a mind reader. I try to ask him something and he's telling me what's my problems." "I went to my mom last year (with problems), I feel she's changing, every time I go to her she gets mad at me. Now I come here."

Omega

"You feel more comfortable. Some of the students go talk to a teacher and there's a student-teacher relationship. I'm not saying that up here they get *personal*-personal, but you feel more comfortable."

"She gives good advice and tries to help you in any way she can. Not just talking to you and giving you the answers, she tries to work things out with you."

"A teacher, or anyone, can just sit there and listen. She (CBO worker) gets involved with you. She won't just listen and say, `Go, do this.' She don't leave you to do it on your own. She will be there, like if you have to go to a certain place and you need someone to be there with you she will make the time to go with you. Teachers are like, `I think you should go here and go there' and they let you go alone. (CBO worker) will try to take the time and go with you to make sure nothing happens and make sure you understand everything."

"....But, for the most part, even though (name) high-school is not the best high school around, the teachers here, most of them do care. [So, you would say more of them do care than don't?] Yes. It's very rare that you'll find a teacher that just doesn't care about the students. [So, why is it different to come up here?....] Teachers are not trained to be counselors. Now, the difference between (CBO worker) and the teachers is that the teachers went to college to learn how to teach and (CBO) went to college to learn how to be a social worker; to learn how to sit down and listen to people when they have problems...."

o Membership, belonging to groups, contributing to the community

As reflected in statements quoted in other parts of this review, students in all of the sites indicated in one way or another their sense of bonding with staff and other students in the CAPS program. The following remarks illuminate some of the interpersonal process that is involved in this.

Delta

S1. "At first we didn't want to come here (to a senior center) because we didn't know what to do. Now it's fun. We've got the hang of it."
S2. "Yeah, I like coming here now. The seniors need us....."
S3. "We took two of (a senior woman's poetry) themes and were thinking about how to explain it in the video and make a play.... We plan to show it to the other kids at school."

Gamma

"I didn't know that I could fit in with (other students), you know, they have everybody sit down and introduce theirselves and tell what they like to do.... And, you know, you sit in and let your friends sit in and see how they like it and see if they want to join. And most of the people want to join. I joined the same day...."

Lambda

"We learn how to work in groups, and get along with people, but you also learn about yourself as a person.... You know how to speak out and don't be afraid to say anything to no one....to respect each other and not to criticize."

o Motivation to do well in school

Students in all six sites made statements disclosing different ways that participation in the CAPS program motivated and supported them to do well in school.

Alpha

S1. "We go to math and reading and to recreation where we play basketball and to video...."
S2. "We go to math (after-school class) to study for city-wide tests.... We get a lot of math here."

"The program tries to help us. It keeps us off the street and tries to educate us more. This gives us more time to learn."

Delta

[I know that this program helps you socially, but do you think that it is helping you with your academic classes?]
S1. "They give you tutoring."
[You mean your home tutor? But how about the other students?]
S2. "No, they give all of us tutors here if we like."
[I didn't know that they have tutors. Who?]
S3. "They bring people in."

Gamma

"It do make a difference in how we do in school, because school, our school is like (the CBO). It's like you come back to school, they help you with your homework. They have people coming and talking to you about their college, what college is like, what they do. The activities and stuff we participate in, it's like we have to earn it. Like, if she didn't do her book report like he asked here, she won't get to go with us to the movies or (name) College. Or, if he didn't do his homework, he wouldn't get to go to the Knicks game with us."

Kappa

"I had a problem with (teacher). (CBO staff) got me to pay attention and now I get along much better with (teacher). I was cutting too much."

"(CBO) helps you stop from cutting classes, keep your enthusiasm up."

"I used to cut a lot. We have groups where you can talk about whatever, or come in here and study.... They call your father."

"Some students stop going to class....think they can get a GED (General Equivalency Diploma) later. But colleges don't accept a GED. They go to the Obiparty (hanging out on the street in front of the school). You have to get a high school degree to go to college."

Lambda

S1. "If we graduate from high school they can give us help on colleges, they can help us choose colleges."
S2. "We play games also."
S1. "Educational games."
S3. "Sometimes fun, regular games....cause the facilitators sometimes they're like little kids."

S1. "We made our resumes, we also wrote a cover letter."
S2. "That was hard, I was getting frustrated...but I did it."
S1. "I did a good cover letter."
S2. "I feel it's good because you can get better and better, keep on doing it."

Omega

[Do you think if the clinic wasn't here more kids wouldn't go to school....how come?]
"....there would be doctors outside and kids would be getting out of school to go the doctor and then they would go home. If the kid comes here, then they make them go back to class. I mean, it's their choice if they want to leave, but it's not like they told you to go outside. They sent you back to class, so it's not on them if you leave."

"I came here and I spoke to (CBO worker) and she started talking to me. When I first came here my grades were like....they just gave me 40's because I didn't even show up. And then I spoke to (CBO) and my average went up from like thirty-something to eighty-something. [....what did (CBO) do, what did talking to her do for you....?] She would talk to me slowly, you know, telling me different things and she sort of made it exciting. She made me want to come. The first few days I came I would always come here and if....I tell her, you know, `I'm not staying in school, I'm leaving,' she would sit me down and talk to me. She would find things for me to do here (in the clinic) instead of me just walking out and leaving. And a couple of periods later she would say, `O.K. are you ready to go back to class now?' and I would say, `O.K. I'll give it a try.' And then she got me into it."

[Do you think girls come up here more than guys?] "No, there are a lot of guys up here. A lot of the guys I see here I thought would be hanging out in the street. And I came in one day and there were a lot of guys here and they were talking and everything. And I thought that, you know, they would sit here to not go to class....and what surprised me is that a lot of them do go to class after they come here. And, what they (CBO) used to do last year, and sometimes they still do it now, is that the people they really worked with a lot that want to hang out outside is that they have to come in after every class to make sure that they're going to class. So they come in and say, `How you doin. Yeah, I'm going to class now.' And they check up on you too."

o <u>Students who disrupt school, why some students don't participate</u>

Gamma

S1. "Some kids think it's boring. Some kids think that they waste their time here when they could be outside, hanging out, but they don't know how fun it is. Outside they're just getting into trouble....
S2. "They think if they come here, they're gonna miss something happenin on the street, but I told them the street is not gonna benefit them later."

"What keeps me from trying to do well in school is that people talk. You could be like shhh one minute and the next minute, they're like `come here, come here -- I gotta talk to you."

Kappa

[Do you think other students should be in CBO? Is it fair that some go to CBO and others can't?]
S1. "Some students won't come."

S2. "Some can't come because they have to go to work and they work far away."
S3. "Lots of students need help when they come to this country because the schools are different here, but they have to want to get help."

Lambda

"Some people fight a lot, bring weapons to school just because someone says something to them.... [Do you feel safe?] No, not really, you don't know. Even if you go through the scanner thing, they still bring it in, you can still get in anything, you can still use the (cafeteria) plastic spoon or fork...."

"It's a great school. It's the students who destroy the school."

S1. "The teachers are good, but sometimes the students are disrespectful and the teachers can't teach the class."
S2. "Some teachers in the school, the way they teach they (the students) get out of hand."

Omega

"It's not that its *bad* bad. It's just you go to the classroom and it's hard to learn because everyone's talking and playing back and forth."

"Peer pressure is one of the reasons that they might drop out of school. Kids who can't really afford to buy clothes to come to school in, and you know how students are....they tease you, or whatever. Also pregnancy, teen pregnancies are a major reason for high school dropouts...."

"Some kids just don't want to learn. [Why is that?] Because, I don't know, but especially when it gets warmer, they want to be outside doing other things...."

"Basically now they don't walk around the halls as much because they don't allow it, but they find their little hide-outs. They're in the lunch room all day and they sit there and they talk, or they play cards. It's like their escape out of going to class, so they do that. And some kids come here only for lunch."

What emerges from the total body of these statements is the students' own sense of the obstacles they must overcome to succeed in school and the support they receive from CAPS staff to do this. From the evaluators' observations and interviews of CBO and school staff, there is reason to think that many other students experience CAPS in similar ways.

At the same time, there are always students who are harder to reach. The evaluators have less sense of who or how many these might be than would be known to program staff themselves. However, a system for monitoring contact with individual students, which this report advocates throughout, would give a first impression of the extent of student involvement. Different CBOs have already worked out strategies for such a system, as have different schools and the Board of Education. What is needed is a further effort to integrate these approaches so that both the general numbers and the living details of students' involvement in school and the program can be grasped.

Evaluation Goal Four: Use of Information in CAPS

The term "information" in this section of the report includes written and verbal communications between partnership players, as well as "data" such as student grades and attendance. Change theorists concerned with collaboration cite shared information as a primary tool for focusing the work of a collaboration.

o Interviews at the United Way, the Office of Student Support Services and Project Achieve established that a very high level of communication has developed between United Way and Board of Education staff. In addition to participating in regularly scheduled meetings of the CAPS Advisory Committee, the managers of these offices confer frequently by telephone or a special meeting, to deal with all kinds of issues that surface virtually every day. All three of these parties observe that communication between the Board of Education and the United Way has improved greatly over the three years of CAPS. This responds specifically to recommendations made in the Mirand evaluation of CAPS in 1990-91.

o The United Way has created a forum to coordinate CBO work plans with school building plans. At the high school level, in Project Achieve, meetings to negotiate plans for 1991-92 were held at the United Way. To plan for 1992-93, the United Way organized meetings in the offices of the borough superintendents. District level meetings have been held in district offices or school sites, depending on the situation in the districts. The Board of Education did not have a process like this before. Principals have been involved in developing, not just signing off on, the plans. The CBOs and the schools are said to have strengthened the articulation of their planning.

o The United Way has developed and revised a quarterly reporting system that includes forms on staffing and expenditures, the quality of the school and CBO collaboration, and student registration and services to students. Although these forms gather a large amount of information, the partnership sites only occasionally get back reports -- and only verbal reports -- about the data they submit, particularly the data on services to students. Many CBO staff expressed interest in getting such feedback, and in seeing data that would allow them to compare their programs with others. United Way staff have begun to computerize the service data, but they do not perceive that they have the budget to allow them to do it as extensively as the evaluation has been able to for its limited sample of sites.

o All partnership sites are responsible for filling out the quarterly United Way forms. Most also kept forms designed by the parent CBO, and several were involved in helping the school fill out reports. Thus, the demand on record-keeping for some CBO staff is very high. Some liked the United Way forms, others liked the information collected by the school or CBO. None liked filling out several forms with data that was redundant across forms, or worse, data that had to be calculated in different ways for different forms.

o A concern of several CBOs was that the data sought by the United Way and others was mostly "figures and numbers". As one CBO expressed it, "The main problem is the proliferation of paperwork that doesn't reflect any qualitative aspects of our work." A CBO director expressed it differently, "The forms are time consuming and don't give you a sense of the meaning and importance of the

work you do with students." She added, "We need to develop a system where we can communicate things that are really happening."

o United Way Accounts Supervisors do communicate to CBO site staff or their parent CBO about many other aspects of project management, in addition to selective feedback about levels of services. Many of the CBO sites reported good rapport, even if limited ongoing communication, with their accounts supervisor.

o As expected, information flow within the sites -- particularly the flow of verbal communication -- seemed to be related to the extent to which partnership participants indicated their satisfaction with the collaboration. Collaborations that worked well exchanged information between partners much more readily. But even in these partnerships, certain data were hard to access, as demonstrated by the attendance and grades data collection for this evaluation.

o Some schools had developed computer systems that were helpful in retrieving information about current year grades and attendance. These tended to be high schools, and reflected a higher level of information use in general. For instance, in one high school, a vice principal attended the weekly meetings between the Achieve coordinator and the CBO and brought printouts of attendance information for discussion.

o A number of CBO staff indicated that they don't always trust the official school figures. Various cautions were given: students are counted "present", but don't go to any of their classes, or, conversely, students are counted absent when tardy. One site noted that their AIDP staff regularly take "visual attendance" to correct the computerized forms which count late as absent. It was also noted that grades were not always recorded in a consistent fashion, even within a school.

o The information flow between teachers, counselors, and CBO staff was relatively unsystematic in most sites. Other than meetings with the AIDP facilitator or coordinator, a minority of sites had regular meetings or other means of routinely involving CBO staff with school staff.

o At sites where teachers did know and meet with CBO staff, collaboration was flourishing. For instance, at one such partnership, the teachers coordinated lesson plans around the workshops offered to students. Given the constraints on teachers' schedules and the demands on CBO time, collaboration like this has to be seen as a real breakthrough.

o Many partnerships -- both CBO and school personnel -- expressed interest in using more information, sharing more information, and streamlining record-keeping. Several wanted to use data to do their planning more effectively. Others wanted to use it to improve communication with the larger school community. Still others wanted information to evaluate themselves.

o In late June, just at the time of completing this report, the evaluators are mailing out to each of the twenty CBO site managers a printout of data collected from the CBO and school records for individual student participants in CAPS. The printout includes, as available for each student (identified by OSIS number only), information on students' background, eligibility for AIDP, attendance in Fall 1991 (or full 1991-92) and Fall 1992, grades in 1991-92 and Fall 1992, and contacts recorded by the CBOs in January and February in the five activity areas examined. If the data collection attempted by the evaluators were

institutionalized and started earlier, this feedback could be received by CBO and school staff in time to inform decision making during the current school year. As it is, the printouts will hopefully stimulate staff in the partnership sites and at the United Way and the Board of Education to create a system of comprehensive data collection that will lend itself to "real-time" planning in the future.

Evaluation Goal Five: Governance

"Governance" is used to describe the variety of activities involved in decision-making and collaboration in the partnership sites. Governance issues in large part determine the potency of a partnership and its effect on students. The development and maturation of the partnership itself depends in large part on governance issues.

Some of what has been discussed above under "information" also pertains to governance, for example, the part the United Way has played in facilitating the negotiation of congruent work and building plans.

o Most CBOs are accountable to three administrations: the school, their parent CBO and the United Way. This, in the words of one CBO is "a hassle". Different configurations of power exist in different partnerships. In some, a strong personality of an AIDP coordinator guides the smooth operation of the partnership. In another, a strong CBO paves the way for involving the school community in the life of the partnership. In yet another, the United Way steps in to help facilitate the partnership and reassure those who need to work together on behalf of the students.

o A rich diversity of arrangements between school personnel, CBO staff, community and students emerged. In this category, perhaps more than any other, the perspective of the interviewee was paramount. Perception of the partnership governance depended very much on an individual's role, the control exerted by others, and the openness of the partnership environment. Most saw governance as an evolutionary process, noting both past changes and hopes for more changes in the future.

o School Based Management (SBM) was mentioned in interviews at several sites, but few CBO staff participated in it directly. At another level of decision making, few CBOs seemed to be represented on AIDP Pupil Personnel Committees. The case studies looked into governance more closely in six sites. Two of the three high schools studied had implemented SBM, but the CBO was directly represented on it in only one of them. SBM was just starting up in one of the three district level schools, but did not include the CBO. The CBOs in four or five of the sites, however, were involved in weekly, or in one case -- a high school house -- daily meetings with school staff to discuss program and monitor student progress.

o When conflicts arose, for example, around space, CBO and school staff turned variously to the school or district AIDP facilitator, the principal, the parent CBO, or, often, the United Way. Still, a number of keenly felt issues were unresolved, for example, whether a workshop for parents should be held at the school or at the CBO's community office, or what the after-school hours of CBO staff should be. In some of these cases, CBO staff felt they had less power than the school, and did not have a sense of how the problem might be solved.

o CBO staff and school personnel often spoke of the collaboration as a process that needed time and leadership to insure integration into the school. More school meetings were mentioned as a way of integrating the CBO into the school, but staff of several CBOs made a point of mentioning their strong community ties and hoped to strengthen these even more in the future. One explained, "The community presence is building a bridge to make it a community school. We are the advocate for students and parents; we give them support."

o Three questions were asked at all sample sites to shed light on the collaborative aspect of the partnerships: On a scale of 1-7 ("1" being not at all, and "7" being very much): "How involved were you in planning the partnership?" "Are you an integral part of the school?" and, "How effective is the collaboration?" These questions were asked of both the CBO and school personnel, and were, in most cases, answered in the 5-7 range. In other words, generally, both parties thought the partnership was planned by both parties, both parties felt the partnership was an integral part of the school, and most thought the collaboration was very effective.

Evaluation Goal Six: The United Way's Role as Manager

The United Way's management role has been noted in several sections of this report already. These earlier observations will be set in the fuller context of the present discussion.

United Way staff's description of their role

The United Way staff have described intensive involvement at every level of CAPS, from negotiations with central offices of the Board of Education to helping a small CBO locate resources for individual students.

o At a broad, community and school system level, the United Way has

promoted participation in the city's schools by a variety of grassroots organizations with ethnic and cultural ties to students' local communities,

facilitated communication between CBOs, central Board of Education staff, Districts, Borough Superintendents, and Schools, and

organized political actions to support the AIDP and CAPS programs.

o On a program-wide level, the United Way has

developed a negotiation process for contracts and work plans that recognizes the need for CBOs and schools to have congruent work and building plans,

designed, implemented and modified a set of organizational, fiscal, and service reporting forms for services, and trained CBO staff to use them,

administered payments to CBOs,

monitored the match between planned service and actual level of service delivery, mainly by analysis of reports submitted to the United Way, but also by visits to partnership sites and CBO headquarters, and

provided training and technical assistance -- through workshops, site visits, and phone contact -- on a wide variety of organizational and service provider issues.

o On a site-specific level, the United Way has

supplemented the funding of some CBOs to complement the services secured by schools with AIDP funding,

served as a mediator and troubleshooter of problems for CBOs and school and district or borough staff -- including in some instances intervening to support a school in issues with a CBO, though in more cases supporting CBOs, and

provided information to CBOs on specific questions.

Technical assistance

The United Way is contractually responsible for providing technical assistance to the CBO-school partnership sites.

o During 1992-93, the agency contracted with the Center for Educational Change at Brooklyn College, and Educators for Social Responsibility Metro to design and run four workshops offered in January, February, April, and May for partnership teams. The workshops concentrated on both group issues such as collaborative problem solving, and personal skill development, such as individual counseling techniques.

o The Account Supervisors provide technical assistance in conjunction with their monitoring functions, for example help with completing the quarterly report forms and mediating disagreements between partnership players.

o The reaction from the field to the workshops was mixed, depending on the background of the participants and the length of time they have been part of a partnership. In interviews, some CBO people felt they learned important information about school procedures for instance, while other partnership members were critical: "They seemed to think we were all on the same level," is an example of the concern expressed about workshop delivery.

o Dissatisfaction revolves around four general themes, several of them unrelated to the content per se:

the natural resistance to "staff development," particularly on the part of school staff;

the problem of taking time away from the pressing needs of students; CBO staff especially expressed reluctance to do this;

traveling to other boroughs for the workshops;

and the fact that much of the information was generic to all groups and not particular to the needs of individual partnerships.

o Partnership staff also expressed concern about the contradiction between the monitoring responsibilities of the account supervisor, and the partnerships' needs for someone to help facilitate when there were problems or misunderstandings within the partnership. From discussions with both CBO and school personnel, there was a sense that the standards for partnership performance had been established over the last three years, and that now more emphasis was needed on technical assistance, rather than on monitoring.

Limited time to carry out the role

The summary above represents first of all how United Way staff themselves see the role they have played. It is not just their view alone, however, for the evaluators have heard and seen evidence to substantiate all of these components of the role, and the United Way staff's skill in carrying it out. The problem is that the staff does not have sufficient time to be equally effective at all of these levels. This has been clear from early in the evaluation, as United Way CAPS staff would no doubt agree.

o The greatest limitation on the United Way's capability of carrying out a role they clearly are committed to is their short staffing -- essentially a Project Director and four Accounts Supervisors carrying out the same tasks which both Mirand Associates and A.E.D. concluded needed additional management level staff. In fact, the CAPS management staff are also involved in managing other, related programs, New York Working, Project Achieve Transitional Services, and a Human Resources Administration program.

o Having to prioritize their use of time, United Way's site visits have been uneven across the partnership sites. More visits occur when there is a problem to be solved, but not even all problems can get the accounts supervisors'attention.

o The United Way staff have concentrated their greatest effort, and been most effective, in the more system-wide tasks. The more site-specific functions, including feedback on reports that do not raise questions for the United Way, are relatively short-changed in this process. Even the services reports that most of the CBOs see as onerous might be more meaningful and useful if the CBOs received more feedback from the United Way.

o The evaluators' analysis of the United Way's 1992-93 budget for CAPS suggests that the budget already expended for personnel could result in a greater staff presence in the field than the current assignments of staff allow.

Partnership participants' description of United Way's role

Both CBO and school staff were asked to comment on the role of the United Way.

o Site CBO staff saw United Way as primarily monitoring services, i.e., making sure services complied with established contracts; negotiating contracts between the school and the CBOs; providing technical assistance and training (through workshops, written communications, site visits and phone calls); and providing funding for salaries and services. Facilitating collaboration between the CBO and

the school was most likely to be seen in conjunction with developing work plans. Some CBOs in the evaluation sample reported additional support and feedback from the United Way.

o Although contact with the United Way varied across partnership sites, local CBO program staff were less likely to indicate that they had contact with the United Way than CBO administrators/supervisors from the central CBO office.

o Many positive comments about the work of the United Way appreciated, qualified or diverged from this general characterization of its role.

> "They provided [us with] valuable information, e.g. on suspensions...."
>
> "Quarterly reports help us [CBO] focus, to see what we're really doing and to evaluate ourselves...."
>
> "It was good judgment using the United Way as an administrative body....United Way has the administrative experience, good relationships with the community and CBOs, and enough funds to supplement the CBO when there is a crisis...."
>
> "United Way's administrative role is that of a bridge between the CBO and the Board of Education. I was never in direct contact with the Board of Education before this."
>
> "United Way understands what the CBOs are doing... they get it....Until you actually run a program, are really grassroots, you don't know what it takes. Each CAPS person [from United Way] has actually been part of a program. [They] have an understanding, an awareness of the process...."

o School staff, for the most part, cited United Way's role as that of a contract negotiator. Additionally, school staff noted that United Way monitored services; provided staff, funding, information and feedback; and allowed the school to build a broader community network.

o Much more of the school staff compared to CBO staff mentioned that they were unsure of United Way's role. Again, district staff and administrators had more contact with United Way than other members of the school staff. Not surprisingly, school staff were also more likely to have contact with AIDP District staff or the Project Achieve Coordinator than with United Way.

o As discussed earlier in this report, Board of Education administrators in Project Achieve and the Office of Student Support Services strongly endorsed the way the United Way had interpreted and carried out its role. The main exception to this was again the perception that the United Way's accounts supervisors had not had enough time to facilitate the program in the field.

<u>Comparison of findings from Mirand Associates, Academy for Educational Development, and Teachers College</u>

The evaluators have consulted the 1990-91 Mirand and 1991-92 A.E.D. evaluations of the United Way's management of CAPS. Not all of their findings and recommendations are captured in the brief summaries below, but their general direction was as follows:

o For 1990-91, Mirand found that the United Way had made substantial progress in developing a standardized fiscal and program reporting system, providing professional development and technical assistance, providing assistance to enable Latino agencies to participate more fully in school/CBO partnerships, and establishing procedures and criteria for developing, reviewing and evaluating proposals for the ensuing year. Mirand observed that the United Way had sought to identify issues affecting programs and services for at-risk students, and to advocate for informed policy development around these issues.

Mirand's recommendations for the United Way included developing procedures for communication with the Board of Education and contracted agencies and schools, procedures for providing feedback to agency and school personnel following monitoring visits, increased efforts to involve district facilitators in the planning and implementation process, greater flexibility in professional development offerings, and (along with other recommendations) an evaluation design that would permit the systematic assessment of program quality and effectiveness.

o For 1991-92, A.E.D. found that, in addition to complying with contractual obligations, the United Way had greatly increased the number of CBO-school partnerships and the diversity and cultural representativeness of the CBOs, had extended services to students in the lower grades and achieved a goal of providing multiple services to students, and had promoted increased collaboration between school and CBO partners, especially in the development of CBOs' work plans.

A.E.D. identified several major issues for further consideration, including the need to increase staffing for technical assistance and monitoring, the need to make greater use of structures to facilitate start-up and implementation, a need to increase the integration of CAPS CBOs with school programs and with other non-CAPS CBOs in the schools, and a need for additional substantive assessment of and feedback to the CBOs. A.E.D. then made a set of suggestions for dealing with the issues.

o The Teachers College findings presented in this report basically corroborate Mirand's and A.E.D.'s findings for what might be characterized as the first two stages of the United Way's management of CAPS: creating a monitoring and accountability system with technical assistance focused on implementation of contractual services, and expansion of CAPS to achieve a greater diversity and cultural representativeness of CBOs. Further progress needs to be made, however, toward a third stage that is called for especially by the issues A.E.D. and now Teachers College have identified, strengthening the partnerships in the schools to carry out a philosophy of education and development that responds to the whole child or youth in a relevant community context. This third stage requires increased facilitation of communication and shared decision making in the schools. It calls for a shift of the locus of accountability more to the partnership sites and the creation of a student data system that links CBO services and activities more directly to individual student needs and outcomes.

RECOMMENDATIONS

Four clusters of recommendations emerge from this study of the CAPS program and its management by the United Way.

Sustain participation of both newer, grassroots and older, more established CBOs in dropout prevention in the schools

o The future management of the Community Achievement Project in the Schools should be fully as committed to involving grassroots CBOs, and sensitive to both the strengths and the needs of these agencies, as the United Way has proved to be throughout the first three years of CAPS.

o The inclusion of new CBOs in CAPS should not come at cost to the effectiveness of the more established CBOs that pioneered the participation of CBOs in efforts to support students at risk in school.

o The Board of Education and the management of CAPS need to undertake joint efforts to seek new funds, building on the documentation of services to students in schools that the United Way and the CBOs themselves are now assembling (including this evaluation).

Facilitate further on-site development of the collaboration between CBOs and schools

o Communication needs to be increased through meetings to introduce CBO and school staff, regular meetings to pursue their joint tasks, and media like newsletters and the e-mail system.

o As is already beginning to happen at some sites, structural innovations like the house system in the high schools and clusters or mini-schools in the district schools should be used to incorporate the CBOs more centrally in the work of the schools with students.

o Technical assistance should be focused on staff's following up on CBO work plans and school building plans. This means that technical assistance needs to be located at the partnership sites as much as possible, and carried out through the accounts supervisors (or partnership facilitators, as they might better be called).

o Interviews with United Way staff about technical assistance indicate a growing interest in providing a more individualized, customized technical assistance. Providing technical assistance on a borough by borough basis was one suggestion, with a break-down by school level so that the discussions could be more focused on issues directly relevant to the partnerships' interests and problems. Changing the title of "accounts supervisor" and developing their skills as problem solvers could also enhance relations with the field.

o CBO and school staff need to be empowered to solve problems and make decisions jointly, for example, in some sites CBO staff need more say in which students they can serve.

o CAPS accounts supervisors -- or whatever they might be called in a new definition of their role -- need to be more visible and available to facilitate collaboration in the partnership sites. Their jobs need to be restructured so that

they spend a minimum of two or more days per site in the field, rather than the minimum of one now currently expected.

o The United Way needs to redeploy present staff and employ additional staff to achieve a greater presence of the accounts supervisors in the CAPS sites.

o A strategy of teaming up CAPS accounts supervisors and the equivalent Project Achieve and Office of Student Support Services field supervisors, beyond the extensive collaboration that currently takes place around the development of work and building plans, now needs to be pursued.

<u>During the next three years of CAPS, gradually but deliberately redesign data collection and record keeping to be more supportive of CBO staff's work with students</u>

o CAPS records will be more useful if they show services to individual students. The United Way and the Office of Student Support Services have tried unsuccessfully so far to find a way to combine the individual student focus of the Monthly Summary of Services Report with the greater range of components recognized in the CAPS service report. A new solution, rather than just a merger of these two very dissimilar forms, needs to be sought. Both at the United Way and at the Board of Education, new individuals should be designated to undertake this task.

o The collection and analysis of service data needs to be more site-based, with more local determination of what data to collect, and less data to be reported in common across all sites. The extent of supportive contact with individual students, more than exact specification of the nature of the contact, is perhaps the most important thing to be monitored both locally and by the CAPS manager and the Board of Education centrally. More qualitative information could be collected to suit local needs and capabilities.

o Data on students' attendance, course grades, and achievement test scores need to be more available to CBO and school staff alike. The data exist somewhere in the system. A concerted effort needs to be made by the Board of Education and the United Way to increase access to both these student data and information on services individual students receive.

o Computers should be provided to each CBO site so that data entry can be done routinely on the computer. Programs to summarize the data could be adapted to each site so that the data could be analyzed on site as often as necessary. At regular intervals, appropriate subsets of this analysis could be forwarded to the CAPS manager and the Board of Education. The Board of Education is already developing a Pupil Information Network System that might be configured with the system developed to record student services.

o As recommended by both Mirand and A.E.D., the redesign of data collection should also have the purpose of supporting research on the contributions of different types of service to student outcomes. Both quantitative and qualitative information will be needed to accomplish this purpose. For example, the data could be used to examine the relative efficacy of case management and group approaches to work with students. This continues to be an important question in recent studies of mentoring; when CBO-school partnerships are added to the picture, the question takes on a new dimension.

o CBOs do not need to have a new record keeping system suddenly thrust upon them, but to be consulted first on what kind of information about students and services would be most useful to them. However crude it may be at this stage, the record keeping currently in effect is accepted by the CBOs as a basis of accountability and should be maintained until a new approach has been thoroughly explored.

o What needs to be begun is first of all a process for developing a comprehensive student profile. CBO and school staff's reactions to the data Teachers College is feeding back to the partnership sites might be one point of departure for such a process.

CAPS should have the continued benefit of the United Way's understanding of the program, familiarity with the players, and advocacy for the expansion of community participation in the schools.

o Subsequent to this recommendation's having been conveyed in the Interim Report to the United Way and the Board of Education, in May 1993, the United Way's contract to manage CAPS has been renewed. Given the tremendous complexity of the problems that the United Way has come to understand in a very short time, it would have been a step backward to ask another organization to manage CAPS for the next three years.

o The United Way has made real progress with the most system-wide components of the manager's role. It made most of this progress in the first two years of CAPS, while in the third year it may have reached a plateau. What it needs most for the next stage of CAPS is a strategy and support for functioning effectively at the site level.

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TABLES AND FIGURES

TABLE 1

PARTNERSHIP SITE CHARACTERISTICS

Size of Budget

Size	Count	Percent
Small (Under 10,000)	2	10
Medium (10,000 - 49,999)	8	40
Large (50,000 - 99,999)	8	40
Very Large (100,000 and over)	2	10

School Level

School Level	Count	Percent
Elementary School (PS)	6	30
Middle School (IS/JHS)	7	35
High School (HS)	7	35

Ethnicity of CBO Leadership

Ethnicity	Count	Percent
African-American	4	20
Latino	5	25
Caucasian	11	55

Years in the Project

Year	Count	Percent
1	2	10
2	8	40
3	10	50

Borough Location of Site

Borough	Count	Percent
Brooklyn	6	30
Bronx	5	25
Manhattan	5	25
Queens	4	20

TABLE 2

NUMBER OF CASES BY PARTNERSHIP SITE

SITE	NUMBER OF CASES
106	1
108	31
111	19
113	22
115	40
117	10
Elementary School Total	123
202	30
203	50
204	31
205	49
212	32
216	54
218	30
Middle School Total	276
301	47
307	49
309	37
310	40
319	14
320	54
High School Total	241
Grand Total	640

Note. Data missing for one high school site where CBO records were not maintained for individual students.

TABLE 3

STUDENT ETHNICITY BY PARTNERSHIP SITE

	ETHNIC					
SITE	**MISSING DATA**	**AFRICAN AMERICAN**	**ASIAN/ PACIFIC**	**LATINO HISPANIC**	**CAUCASIAN**	**GRAND TOTAL**
106	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
108	0 (0%)	29 (94%)	0 (0%)	2 (6%)	0 (0%)	31
111	2 (10%)	10 (53%)	0 (0%)	7 (37%)	0 (0%)	19
113	1 (10%)	13 (59%)	0 (0%)	8 (36%)	0 (0%)	22
115	1 (2%)	3 (8%)	2 (5%)	26 (65%)	8 (20%)	40
117	0 (0%)	4 (40%)	0 (0%)	6 (60%)	0 (0%)	10
Elementary Total	**4 (3%)**	**59 (48%)**	**2 (2%)**	**50 (41%)**	**8 (7%)**	**123**
202	2 (7%)	20 (67%)	0 (0%)	8 (27%)	0 (0%)	30
203	14 (28%)	15 (30%)	0 (0%)	21 (42%)	0 (0%)	50
204	10 (32%)	7 (22%)	0 (0%)	14 (45%)	0 (0%)	31
205	3 (6%)	26 (53%)	0 (0%)	20 (41%)	0 (0%)	49
212	1 (3%)	22 (69%)	0 (0%)	7 (22%)	2 (6%)	32
216	2 (4%)	44 (81%)	0 (0%)	8 (15%)	0 (0%)	54
218	2 (7%)	3 (10%)	1 (3%)	22 (73%)	2 (7%)	30
Middle School Total	**34 (12%)**	**137 (50%)**	**1 (.4%)**	**100 (36%)**	**4 (1%)**	**276**
301	0 (0%)	13 (28%)	3 (6%)	30 (64%)	1 (2%)	47
307	4 (8%)	17 (35%)	0 (0%)	27 (55%)	1 (2%)	49
309	11 (30%)	0 (0%)	0 (0%)	26 (70%)	0 (0%)	37
310	3 (8%)	37 (92%)	0 (0%)	0 (0%)	0 (0%)	40
319	0 (0%)	1 (7%)	0 (0%)	13 (93%)	0 (0%)	14
320	0 (0%)	0 (0%)	0 (0%)	54 (100%)	0 (0%)	54
High School Total	**18 (7%)**	**68 (28%)**	**3 (1%)**	**150 62%)**	**2 (.8%)**	**241**
Grand Total	**56 (9%)**	**264 (41%)**	**6 (.9%)**	**300 (47%)**	**14 (2%)**	**640**

FIGURE 1

ETHNICITY OF STUDENTS BY ETHNICITY OF CBO LEADERSHIP

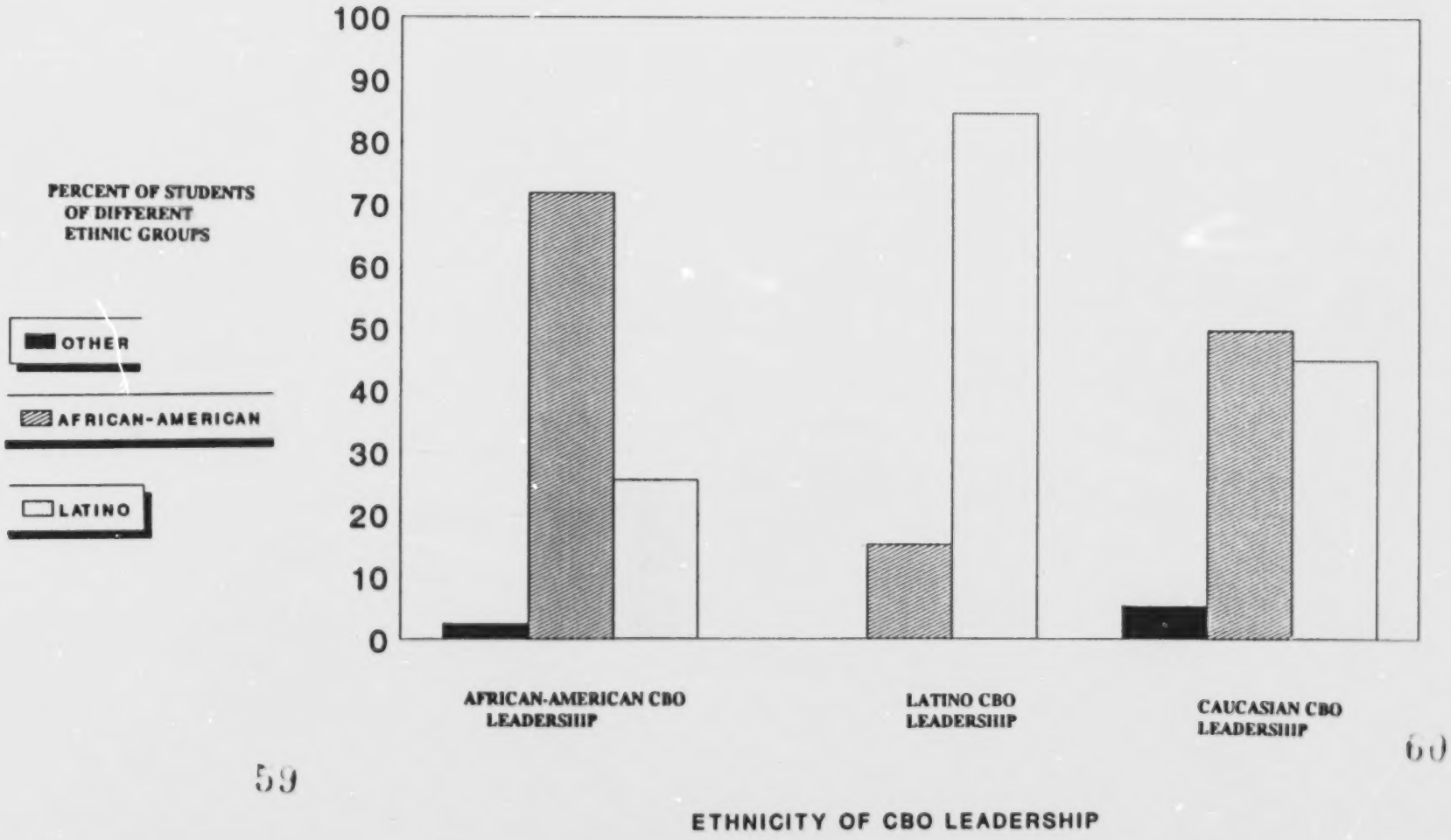

TABLE 4

ENGLISH SPOKEN AT HOME

SITE	MISSING DATA	NO	YES	GRAND TOTAL
106	0 (0%)	1 (100%)	0 (0%)	1
108	4 (13%)	0 (0%)	0 (0%)	31
111	1 (5%)	3 (16%)	15 (79%)	19
113	5 (23%)	3 (14%)	14 (64%)	22
115	5 (12%)	13 (32%)	22 (55%)	40
117	1 (10%)	2 (20%)	7 (70%)	10
Elementary Total	**16 (13%)**	**22 (18%)**	**58 (47%)**	**123**
202	7 (23%)	0 (0%)	23 (77%)	30
203	15 (30%)	15 (30%)	20 (40%)	50
204	15 (48%)	4 (13%)	12 (39%)	31
205	6 (12%)	12 (24%)	31 (63%)	49
212	3 (9%)	5 (16%)	24 (75%)	32
216	4 (7%)	5 (9%)	45 (83%)	54
218	8 (27%)	8 (27%)	14 (47%)	30
Middle School Total	**58 (21%)**	**49 (18%)**	**169 (61%)**	**276**
301	4 (8%)	23 (49%)	20 (42%)	47
307	4 (8%)	19 (39%)	26 (53%)	49
309	10 (27%)	27 (73%)	0 (0%)	37
310	2 (5%)	38 (95%)	0 (0%)	40
319	0 (0%)	12 (86%)	2 (14%)	14
320	0 (0%)	53 (98%)	1 (2%)	54
High School Total	**20 (8%)**	**172 (71%)**	**49 (20%)**	**241**
Grand Total	**94 (15%)**	**243 (38%)**	**303 (47%)**	**640**

TABLE 5

GENDER BY PARTNERSHIP SITE

	GENDER		
SITE	**FEMALE**	**MALE**	**GRAND TOTAL**
106	0	1	1
108	19	12	31
111	10	9	19
113	5	17	22
115	18	22	40
117	5	5	10
Elementary Total	57	66	123
202	15	15	30
203	27	23	50
204	15	16	31
205	23	26	49
212	16	16	32
216	27	27	54
218	10	20	30
Middle School Total	133	143	276
301	36	11	47
307	24	25	49
309	23	14	37
310	26	14	40
319	4	10	14
320	26	28	54
High School Total	139	102	241
Grand Total	329	311	640

TABLE 6

STUDENT COUNT ACROSS GRADE BY SITE

	GRD92															
SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	99	Grand total	
106	0	0	0	0	0	1	0	0	0	0	0	0	0	0		1
108	0	0	0	0	5	8	17	0	0	0	0	0	0	1		31
111	3	3	1	2	2	3	5	0	0	0	0	0	0	0		19
113	0	2	1	3	5	6	4	1	0	0	0	0	0	0		22
115	0	2	11	11	2	8	5	0	0	0	0	0	0	1		40
117	0	0	1	3	1	2	3	0	0	0	0	0	0	0		10
202	0	0	0	0	0	0	0	11	19	0	0	0	0	0		30
203	0	0	0	0	0	0	0	7	43	0	0	0	0	0		50
204	0	0	0	0	0	0	6	12	12	0	0	0	0	1		31
205	0	0	0	0	0	1	6	7	20	0	0	0	0	15		49
212	0	0	1	0	0	0	6	12	13	0	0	0	0	0		32
216	0	0	0	0	0	0	0	18	13	23	0	0	0	0		54
218	0	0	0	0	0	0	0	3	17	10	0	0	0	0		30
301	0	0	0	0	0	0	0	0	0	15	10	15	1	6		47
307	0	0	0	0	0	0	0	0	0	14	13	6	1	15		49
309	0	0	0	0	0	0	0	0	0	18	12	5	2	0		37
310	0	0	0	0	0	0	0	0	0	6	17	16	1	0		40
319	0	0	0	0	0	0	0	0	0	1	11	2	0	0		14
320	0	0	0	0	0	0	0	0	0	43	5	1	1	4		54
Grand total	3	7	15	19	15	29	52	71	137	130	68	45	6	43		640

TABLE 7

COUNT AND PERCENT OF STUDENTS OVERAGE FOR GRADE BY SITE

SITE	OKAY	OVER	GRAND TOTAL
106	1 (100%)	0 (0%)	1
108	28 (96%)	1 (3%)	29
111	19 (100%)	0 (0%)	19
113	19 (95%)	1 (5%)	20
115	37 (97%)	1 (3%)	38
117	10 (100%)	0 (0%)	10
Elementary Total	**114 (97%)**	**3 (3%)**	**117**
202	23 (100%)	0 (0%)	23
203	48 (96%)	2 (4%)	50
204	18 (64%)	10 (36%)	28
205	31 (94%)	2 (6%)	33
212	22 (76%)	7 (24%)	29
216	47 (87%)	7 (13%)	54
218	28 (93%)	2 (7%)	30
Middle School Total	**217 (88%)**	**30 (12%)**	**247**
301	17 (43%)	22 (56%)	39
307	33 (97%)	1 (3%)	34
309	18 (67%)	9 (33%)	27
310	22 (55%)	18 (45%)	40
319	8 (62%)	5 (38%)	13
320	26 (52%)	24 (48%)	50
High School Total	**124 (61%)**	**79 (39%)**	**203**
Grand Total	**455 (80%)**	**112 (20%)**	**567**

Note. Missing data were excluded.
Overage for grade equals two or more years older than expected by birthdate for grade.

TABLE 8

ELIGIBILITY CRITERIA BY SCHOOL LEVEL

	SCHOOL LEVEL					
	ELEMENTARY (N = 108)		MIDDLE SCHOOL (N = 258)		HIGH SCHOOL (N = 192)	
SELECTION CRITERIA	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT
STH/Transitional	2	2%	55	21%	2	1%
Pregnant/Parenting	0	0%	1	.4%	9	5%
Poor Attendance and Poor Academic Achievement	23	21%	26	10%	___	___
Poor Attendance	62	57%	161	62%	36	19%
Poor Academic Achievement	9	8%	9	16%	60	31%
Discipline Problems	1	.9%	1	.4%	8	4%
Language/Immigrant	2	2%	1	.4%	21	11 %
Referral by Principal/ Teacher/ Guidance Counselor	2	2%	2	.8%	45	23%
Poverty/Reduced Lunch	___	___	___	___	11	6%
Sibling in the Program	7	6%	2	.8%	___	___

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TABLE 9

MEAN OF 1990-91 ABSENCES BY SITE

FALL CASES				FULL		
1991 Attendance < 100				1991 Attendance > = 100		
SITE	COUNT	MEAN		SITE	COUNT	MEAN
108	29	12.31		106	1	23.00
111	1	11.00		111	14	20.86
113	22	25.55		117	9	12.78
115	38	10.97		**Elementary Total**	**24**	**17.92**
Elementary Total	**90**	**14.97**		204	26	44.54
202	30	22.20		205	32	25.28
203	50	21.28		212	32	24.75
216	53	16.83		218	11	34.27
218	16	11.63		**Middle Total**	**101**	**32.21**
Middle School Total	**149**	**17.98**		307	14	17.71
301	28	12.75		309	15	10.00
307	33	12.45		320	10	15.50
309	10	9.60		**High Total**	**39**	**14.18**
310	30	1.67		**Grand Total**	**164**	**25.12**
319	14	17.86				
320	41	14.00				
High School Total	**156**	**11.14**				
Grand Total	**395**	**14.92**				

Legend:

Attendance < 100 = Fall absences only (possible attendance days less than 100)

Attendance > 100 = Full year absences only (possible attendance days greater than 100)

TABLE 10

MEAN OF FALL 1992 ABSENCES BY SITE

1992 CASES WITH 1991 ATTENDANCE < 100			1992 CASES WITH ATTENDANCE > =100			ALL 1992 CASES		
SITE	**COUNT**	**MEAN**	**SITE**	**COUNT**	**MEAN**	**SITE**	**COUNT**	**MEAN**
108	21	5.57	106	1	14.00	106	1	14.00
111	1	7.00	111	16	12.94	108	21	5.57
113	22	10.86	117	10	5.80	111	17	12.59
115	40	8.95	**Elem Total**	**27**	**10.33**	113	22	10.86
Elem Total	**84**	**8.58**	204	26	16.50	115	40	8.95
202	30	13.20	205	33	7.48	117	10	5.80
203	50	17.24	212	32	13.03	**Elem Total**	**111**	**9.01**
216	54	22.04	218	12	12.42	202	30	13.20
218	18	10.94	**Mid Total**	**103**	**12.36**	203	50	17.24
Mid Total	**152**	**15.05**	307	12	15.17	204	26	16.50
301	42	17.26	309	17	12.82	205	33	7.48
307	34	14.91	320	10	7.10	212	32	13.03
309	20	15.95	**HS Total**	**39**	**12.08**	216	54	22.04
310	37	1.86	**Grand Total**	**169**	**11.79**	218	30	11.53
319	12	16.42				**Mid Total**	**255**	**15.24**
320	40	11.60				301	42	17.26
HS Total	**185**	**12.33**				307	46	14.98
Grand Total	**421**	**13.41**				309	37	14.51
						310	37	1.86
						319	12	16.42
						320	50	10.70
						HS Total	**224**	**12.28**
						Grand Total	**590**	**12.95**

Legend:

Elem = Elementary School
Mid = Middle School
HS = High School

Excludes missing data

TABLE 11

ATTENDANCE TRAJECTORIES FALL 1991 TO FALL 1992 BY SITE

SITE	GAIN	LOSS	SAME	GRAND TOTAL
108	17 (81%)	4 (19%)	0 (0%)	21
111	1 (100%)	0 (0%)	0 (0%)	1
113	21 (95%)	1 (4%)	0 (0%)	22
115	21 (55%)	17 (45%)	0 (0%)	38
Elementary Total	60 (73%)	22 (27%)	0 (0%)	82
202	25 (83%)	5 (17%)	0 (0%)	30
203	30 (60%)	20 (40%)	0 (0%)	50
216	21 (40%)	32 (60%)	0 (0%)	53
218	8 (50%)	8 (50%)	0 (0%)	16
Middle School Total	84 (56%)	65 (44%)	0 (0%)	149
301	3 (11%)	24 (89%)	0 (0%)	27
307	15 (45%)	17 (51%)	1 (3%)	33
309	3 (30%)	7 (70%)	0 (0%)	10
310	11 (37%)	13 (43%)	6 (20%)	30
319	6 (50%)	6 (50%)	0 (0%)	12
320	21 (57%)	16 (43%)	0 (0%)	37
High School Total	59 (40%)	83 (56%)	7 (5%)	149
Grand Total	203 (53%)	170 (45%)	7 (2%)	380

Excludes missing data

FIGURE 2

ATTENDANCE TRAJECTORIES
ELEMENTARY SCHOOLS
FALL 1991 TO FALL 1992

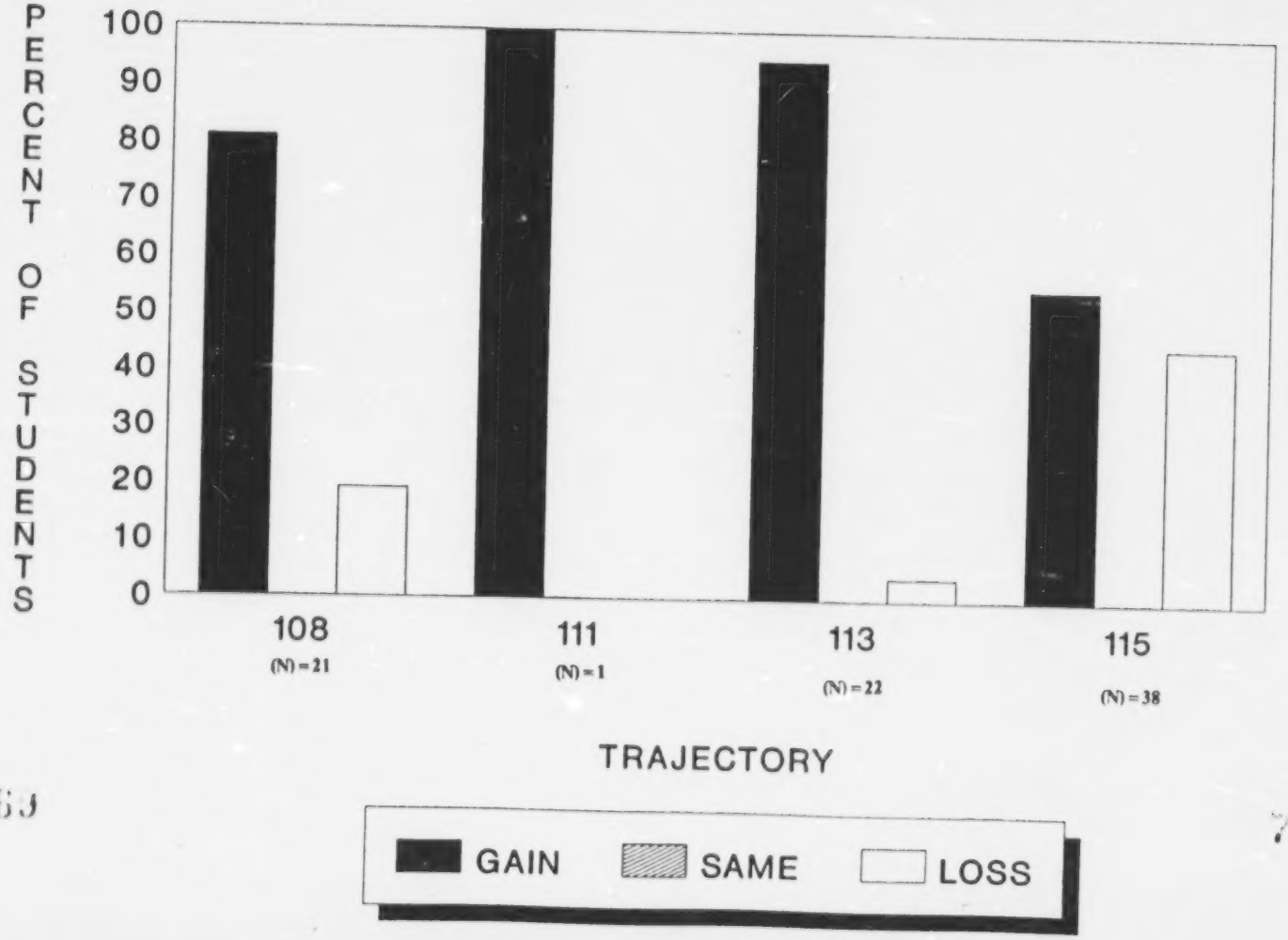

FIGURE 3

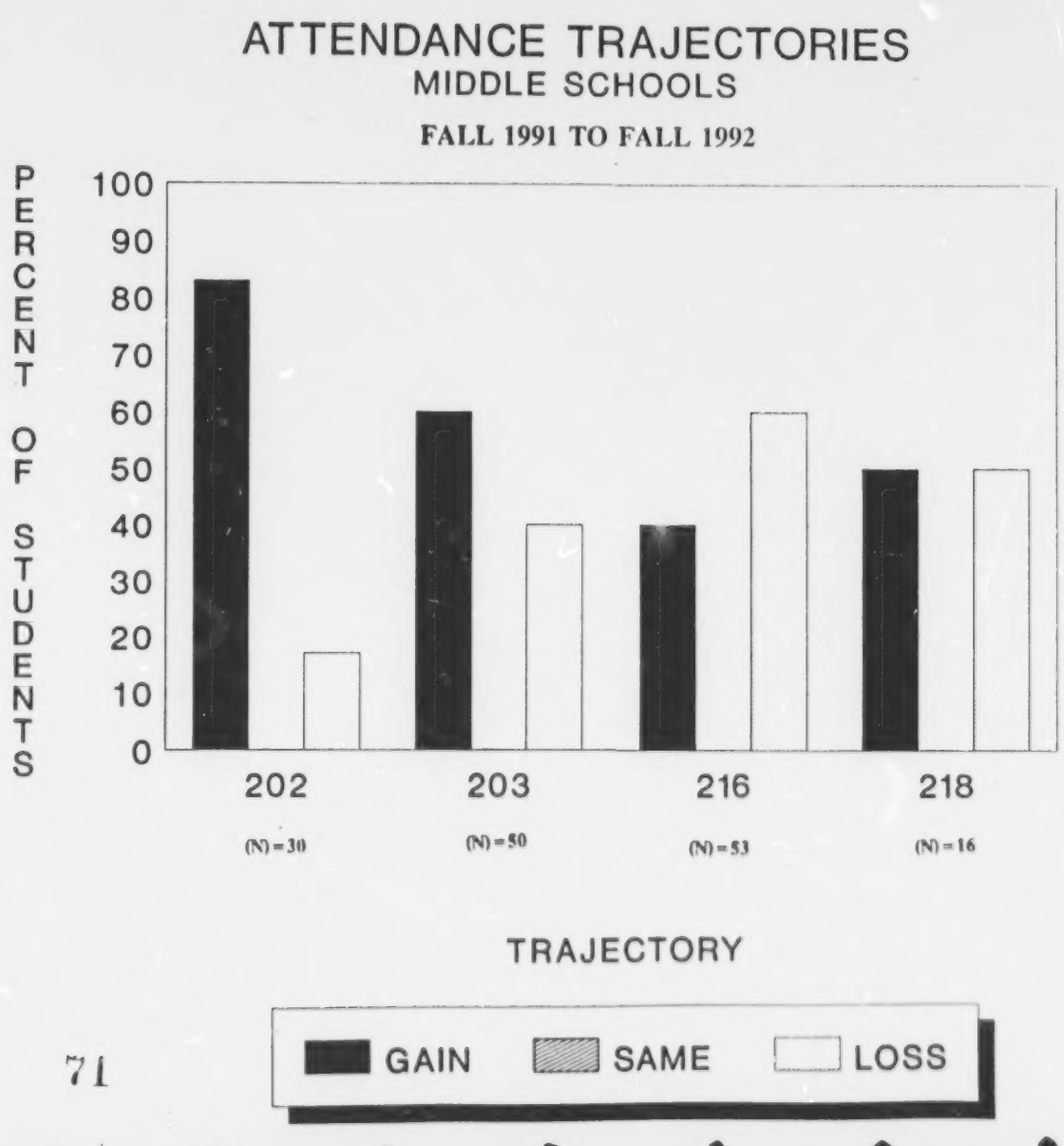
ATTENDANCE TRAJECTORIES
MIDDLE SCHOOLS
FALL 1991 TO FALL 1992
PERCENT OF STUDENTS
100
90
80
70
60
50
40
30
20
10
0
202
203
216
218
(N) = 30
(N) = 50
(N) = 53
(N) = 16
TRAJECTORY
GAIN
SAME
LOSS

FIGURE 4

ATTENDANCE TRAJECTORIES
HIGH SCHOOLS

FALL 1991 TO FALL 1992

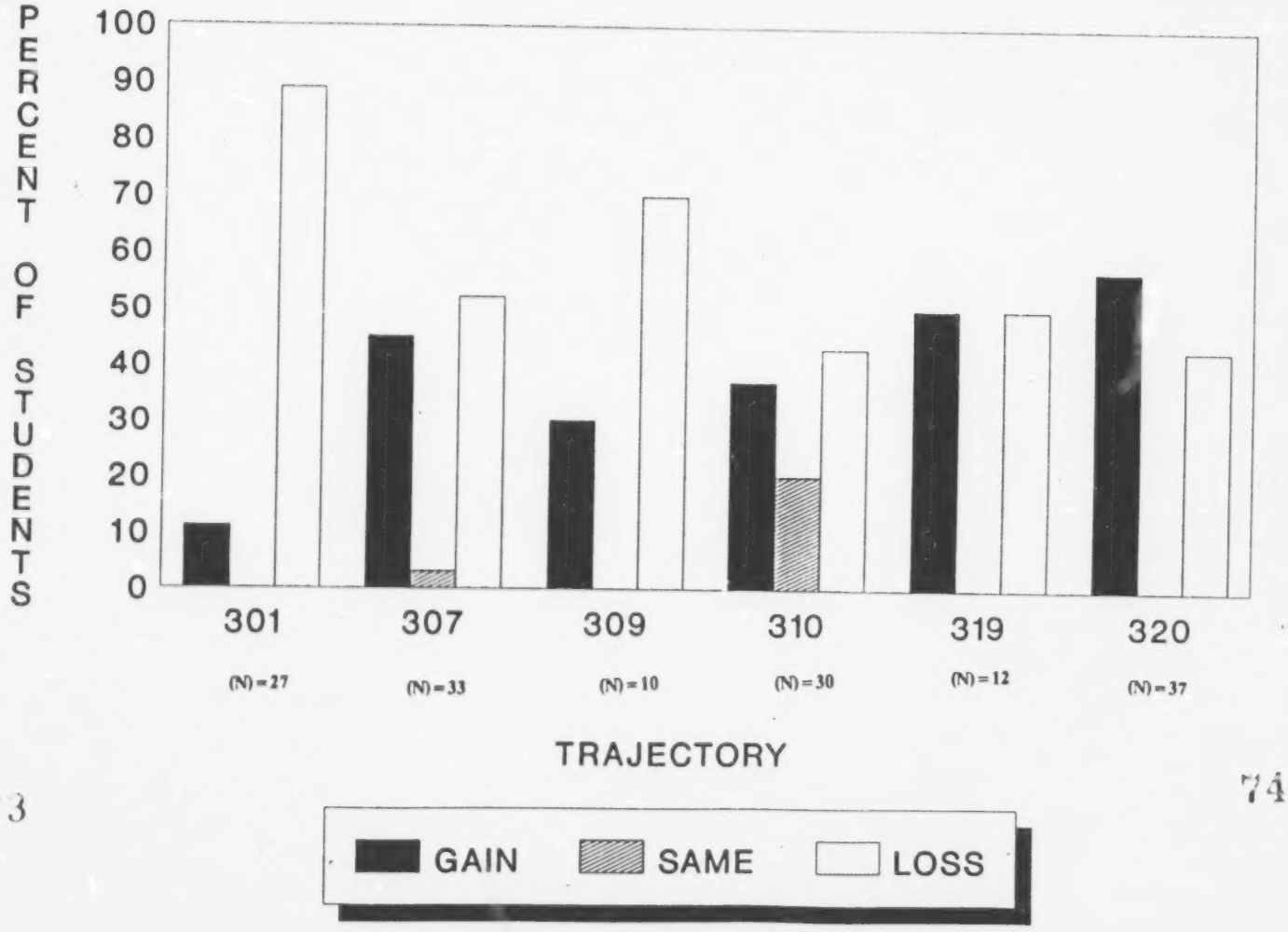

TABLE 12

ENGLISH/LANGUAGE ARTS GRADE RANGES BY SITE

	EN91					EN92			
SITE	< 65	65-79	80-100	Grand total		< 65	65-79	80-100	Grand total
106	0	0	1	1		0	1	0	1
Row%	0.00%	0.00%	100.00%	100.00%		0.00%	100.00%	0.00%	100.00%
108	7	12	8	27		5	12	7	24
Row%	25.93%	44.44%	29.63%	100.00%		20.83%	50.00%	29.17%	100.00%
111	3	4	4	11		3	1	4	8
Row%	27.27%	36.36%	36.36%	100.00%		37.50%	12.50%	50.00%	100.00%
115	15	12	7	34		14	15	11	40
Row%	44.12%	35.29%	20.59%	100.00%		35.00%	37.50%	27.50%	100.00%
117	0	5	3	8		4	3	2	9
Row%	0.00%	62.50%	37.50%	100.00%		44.44%	33.33%	22.22%	100.00%
202	13	10	4	27		7	15	7	29
Row%	48.15%	37.04%	14.81%	100.00%		24.14%	51.72%	24.14%	100.00%
203	19	15	13	47		16	27	6	49
Row%	40.43%	31.91%	27.66%	100.00%		32.65%	55.10%	12.24%	100.00%
204	7	14	5	26		14	10	2	26
Row%	26.92%	53.85%	19.23%	100.00%		53.85%	38.46%	7.69%	100.00%
205	9	13	7	29		11	15	5	31
Row%	31.03%	44.83%	24.14%	100.00%		35.48%	48.39%	16.13%	100.00%
212	16	8	8	32		25	4	3	32
Row%	50.00%	25.00%	25.00%	100.00%		78.13%	12.50%	9.38%	100.00%
216	22	24	7	53		25	21	6	52
Row%	41.51%	45.28%	13.21%	100.00%		48.08%	40.38%	11.54%	100.00%
218	14	7	7	28		8	14	6	28
Row%	50.00%	25.00%	25.00%	100.00%		28.57%	50.00%	21.43%	100.00%
301	12	18	8	38		12	14	9	35
Row%	31.58%	47.37%	21.05%	100.00%		34.29%	40.00%	25.71%	100.00%
307	14	14	18	46		22	11	14	47
Row%	30.43%	30.43%	39.13%	100.00%		46.81%	23.40%	29.79%	100.00%
309	3	15	9	27		9	12	12	33
Row%	11.11%	55.56%	33.33%	100.00%		27.27%	36.36%	36.36%	100.00%
310	5	9	18	32		4	13	23	40
Row%	15.63%	28.13%	56.25%	100.00%		10.00%	32.50%	57.50%	100.00%
319	4	5	4	13		6	4	3	13
Row%	30.77%	38.46%	30.77%	100.00%		46.15%	30.77%	23.08%	100.00%
320	16	18	17	51		17	17	17	51
Row%	31.37%	35.29%	33.33%	100.00%		33.33%	33.33%	33.33%	100.00%
Grand total	179	203	148	530		202	209	137	548
Row%	33.77%	38.30%	27.92%	100.00%		36.86%	38.14%	25.00%	100.00%

Excludes missing data

Letter grades were converted to numerical grades for compatibility

TABLE 13
SOCIAL STUDIES GRADE RANGES BY SITE

	SOS91					SO92			
SITE	< 65	65-79	80 -100	Grand total		< 65	65-79	80 -100	Grand total
106	0	1	0	1		0	0	1	1
Row%	0.00%	100.00%	0.00%	100.00%		0.00%	0.00%	100.00%	100.00%
108	6	17	3	26		5	8	11	24
Row%	23.08%	65.38%	11.54%	100.00%		20.83%	33.33%	45.83%	100.00%
111	6	3	4	13		2	2	5	9
Row%	46.15%	23.08%	30.77%	100.00%		22.22%	22.22%	55.56%	100.00%
115	14	12	8	34		11	14	15	40
Row%	41.18%	35.29%	23.53%	100.00%		27.50%	35.00%	37.50%	100.00%
117	1	1	6	8		1	2	6	9
Row%	12.50%	12.50%	75.00%	100.00%		11.11%	22.22%	66.67%	100.00%
202	15	10	2	27		3	17	9	29
Row%	55.56%	37.04%	7.41%	100.00%		10.34%	58.62%	31.03%	100.00%
203	17	19	12	48		18	21	10	49
Row%	35.42%	39.58%	25.00%	100.00%		36.73%	42.86%	20.41%	100.00%
204	7	15	2	24		16	7	3	26
Row%	29.17%	62.50%	8.33%	100.00%		61.54%	26.92%	11.54%	100.00%
205	10	8	11	29		10	13	8	31
Row%	34.48%	27.59%	37.93%	100.00%		32.26%	41.94%	25.81%	100.00%
212	14	2	16	32		18	9	5	32
Row%	43.75%	6.25%	50.00%	100.00%		56.25%	28.13%	15.63%	100.00%
216	20	29	5	54		20	28	4	52
Row%	37.04%	53.70%	9.26%	100.00%		38.46%	53.85%	7.69%	100.00%
218	14	9	4	27		8	14	6	28
Row%	51.85%	33.33%	14.81%	100.00%		28.57%	50.00%	21.43%	100.00%
301	12	10	10	32		7	8	10	25
Row%	37.50%	31.25%	31.25%	100.00%		28.00%	32.00%	40.00%	100.00%
307	10	24	14	48		15	13	19	47
Row%	20.83%	50.00%	29.17%	100.00%		31.91%	27.66%	40.43%	100.00%
309	5	16	4	25		11	25	1	37
Row%	20.00%	64.00%	16.00%	100.00%		29.73%	67.57%	2.70%	100.00%
310	5	17	10	32		4	20	14	38
Row%	15.63%	53.13%	31.25%	100.00%		10.53%	52.63%	36.84%	100.00%
319	7	3	3	13		5	2	2	9
Row%	53.85%	23.08%	23.08%	100.00%		55.56%	22.22%	22.22%	100.00%
320	18	12	7	37		12	13	12	37
Row%	48.65%	32.43%	18.92%	100.00%		32.43%	35.14%	32.43%	100.00%
Grand total	181	208	121	510		166	216	141	523
Row%	35.49%	40.78%	23.73%	100.00%		31.74%	41.30%	26.96%	100.00%

Excludes missing data

Letter grades were converted to numerical grades for compatibility

TABLE 14
MATHEMATICS GRADE RANGES BY SITE

	MA91					MA92			
SITE	< 65	65-79	80 -100	Grand total		< 65	65-79	80 -100	Grand total
106	0	1	0	1		0	1	0	1
Row%	0.00%	100.00%	0.00%	100.00%		0.00%	100.00%	0.00%	100.00%
108	7	17	3	27		9	11	4	24
Row%	25.93%	62.96%	11.11%	100.00%		37.50%	45.83%	16.67%	100.00%
111	5	3	5	13		3	3	3	9
Row%	38.46%	23.08%	38.46%	100.00%		33.33%	33.33%	33.33%	100.00%
115	13	12	10	35		16	15	9	40
Row%	37.14%	34.29%	28.57%	100.00%		40.00%	37.50%	22.50%	100.00%
117	1	4	3	8		2	3	4	9
Row%	12.50%	50.00%	37.50%	100.00%		22.22%	33.33%	44.44%	100.00%
202	15	8	4	27		9	13	7	29
Row%	55.56%	29.63%	14.81%	100.00%		31.03%	44.83%	24.14%	100.00%
203	19	25	5	49		23	19	3	45
Row%	38.78%	51.02%	10.20%	100.00%		51.11%	42.22%	6.67%	100.00%
204	9	11	4	24		19	6	3	28
Row%	37.50%	45.83%	16.67%	100.00%		67.66%	21.43%	10.71%	100.00%
205	7	15	7	29		12	14	5	31
Row%	24.14%	51.72%	24.14%	100.00%		38.71%	45.16%	16.13%	100.00%
212	22	9	1	32		23	6	3	32
Row%	68.75%	28.13%	3.13%	100.00%		71.88%	18.75%	9.38%	100.00%
216	22	25	7	54		24	22	6	52
Row%	40.74%	46.30%	12.96%	100.00%		46.15%	42.31%	11.54%	100.00%
218	13	9	6	28		9	11	7	27
Row%	46.43%	32.14%	21.43%	100.00%		33.33%	40.74%	25.93%	100.00%
301	20	12	3	35		17	7	6	30
Row%	57.14%	34.29%	8.57%	100.00%		56.67%	23.33%	20.00%	100.00%
307	16	21	10	47		21	18	8	47
Row%	34.04%	44.68%	21.28%	100.00%		44.68%	38.30%	17.02%	100.00%
309	4	22	1	27		17	7	8	32
Row%	14.81%	81.48%	3.70%	100.00%		53.13%	21.88%	25.00%	100.00%
310	10	6	16	32		9	20	11	40
Row%	31.25%	18.75%	50.00%	100.00%		22.50%	50.00%	27.50%	100.00%
319	9	3	2	14		6	2	1	9
Row%	64.29%	21.43%	14.29%	100.00%		66.67%	22.22%	11.11%	100.00%
320	29	15	4	48		21	18	4	43
Row%	60.42%	31.25%	8.33%	100.00%		48.84%	41.86%	9.30%	100.00%
Grand total	221	218	91	530		240	196	92	528
Row%	41.70%	41.13%	17.17%	100.00%		45.45%	37.12%	17.42%	100.00%

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Excludes missing data

Letter grades were converted to numerical grades for compatibility

TABLE 15
SCIENCE GRADE RANGES BY SITE

	SC91					SC92			
SITE	< 65	65-79	80 -100	Grand total		< 65	65-79	80 -100	Grand total
106	0	1	0	1		1	0	0	1
Row%	0.00%	100.00%	0.00%	100.00%		100.00%	0.00%	0.00%	100.00%
108	3	20	4	27		3	16	4	23
Row%	11.11%	74.07%	14.81%	100.00%		13.04%	69.57%	17.39%	100.00%
111	5	4	4	13		1	5	3	9
Row%	38.46%	30.77%	30.77%	100.00%		11.11%	55.56%	33.33%	100.00%
115	11	19	5	35		13	19	7	39
Row%	31.43%	54.29%	14.29%	100.00%		33.33%	48.72%	17.95%	100.00%
117	1	2	5	8		2	3	3	8
Row%	12.50%	25.00%	62.50%	100.00%		25.00%	37.50%	37.50%	100.00%
202	15	6	6	27		1	19	9	29
Row%	55.56%	22.22%	22.22%	100.00%		3.45%	65.52%	31.03%	100.00%
203	16	24	9	49		25	19	5	49
Row%	32.65%	48.98%	18.37%	100.00%		51.02%	38.78%	10.20%	100.00%
204	8	13	4	25		14	10	2	26
Row%	32.00%	52.00%	16.00%	100.00%		53.85%	38.46%	7.69%	100.00%
205	5	19	5	29		7	14	10	31
Row%	17.24%	65.52%	17.24%	100.00%		22.58%	45.16%	32.26%	100.00%
212	12	7	13	32		22	7	3	32
Row%	37.50%	21.88%	40.63%	100.00%		68.75%	21.88%	9.38%	100.00%
216	19	33	2	54		29	17	5	51
Row%	35.19%	61.11%	3.70%	100.00%		56.86%	33.33%	9.80%	100.00%
218	15	7	6	28		9	10	9	28
Row%	53.57%	25.00%	21.43%	100.00%		32.14%	35.71%	32.14%	100.00%
301	14	11	3	28		12	9	7	28
Row%	50.00%	39.29%	10.71%	100.00%		42.86%	32.14%	25.00%	100.00%
307	8	20	18	46		11	15	15	41
Row%	17.39%	43.48%	39.13%	100.00%		26.83%	36.59%	36.59%	100.00%
309	5	13	3	21		6	9	1	16
Row%	23.81%	61.90%	14.29%	100.00%		37.50%	56.25%	6.25%	100.00%
310	4	19	9	32		6	25	7	38
Row%	12.50%	59.38%	28.13%	100.00%		15.79%	65.79%	18.42%	100.00%
319	6	4	2	12		8	3	2	13
Row%	50.00%	33.33%	16.67%	100.00%		61.54%	23.08%	15.38%	100.00%
320	6	6	5	17		1	5	2	8
Row%	35.29%	35.29%	29.41%	100.00%		12.50%	62.50%	25.00%	100.00%
Grand total	153	228	103	484		171	205	94	470
Row%	31.61%	47.11%	21.28%	100.00%		36.38%	43.62%	20.00%	100.00%

Excludes missing data

Letter grades were converted to numerical grades for compatibility

TABLE 16

ENGLISH/LANGUAGE ARTS GRADE TRAJECTORIES 1991 TO 1992

SITE	GAIN	LOSS	SAME	GRAND TOTAL
106	0 (0%)	1 (100%)	0 (0%)	1
108	3 (14%)	6 (27%)	13 (59%)	22
111	2 (40%)	1 (20%)	2 (40%)	5
115	12 (35%)	8 (24%)	14 (41%)	34
117	1 (13%)	5 (62%)	2 (25%)	8
Elementary Total	**18 (26%)**	**21 (30%)**	**31 (44%)**	**70**
202	16 (59%)	5 (18%)	6 (22%)	27
203	18 (38%)	21 (45%)	8 (17%)	47
204	7 (29%)	13 (54%)	4 (17%)	24
205	14 (50%)	12 (42%)	2 (7%)	28
212	2 (6%)	19 (59%)	11 (34%)	32
216	20 (39%)	20 (39%)	11 (22%)	51
218	10 (37%)	9 (33%)	8 (30%)	27
Middle School Total	**87 (37%)**	**99 (42%)**	**50 (21%)**	**236**
301	10 (32%)	14 (45%)	7 (22%)	31
307	16 (36%)	22 (49%)	7 (16%)	45
309	11 (44%)	13 (52%)	1 (4%)	25
310	16 (50%)	11 (34%)	5 (16%)	32
319	6 (50%)	5 (42%)	1 (8%)	12
320	23 (48%)	19 (40%)	6 (12%)	48
High School Total	**82 (42%)**	**84 (42%)**	**27 (14%)**	**193**
Grand Total	**187 (37%)**	**204 (41%)**	**108 (22%)**	**499**

Excludes missing data

FIGURE 5

ENGLISH/LANGUAGE ARTS GRADE TRAJECTORIES

ELEMENTARY SCHOOLS

1991-1992 TO FALL 1992

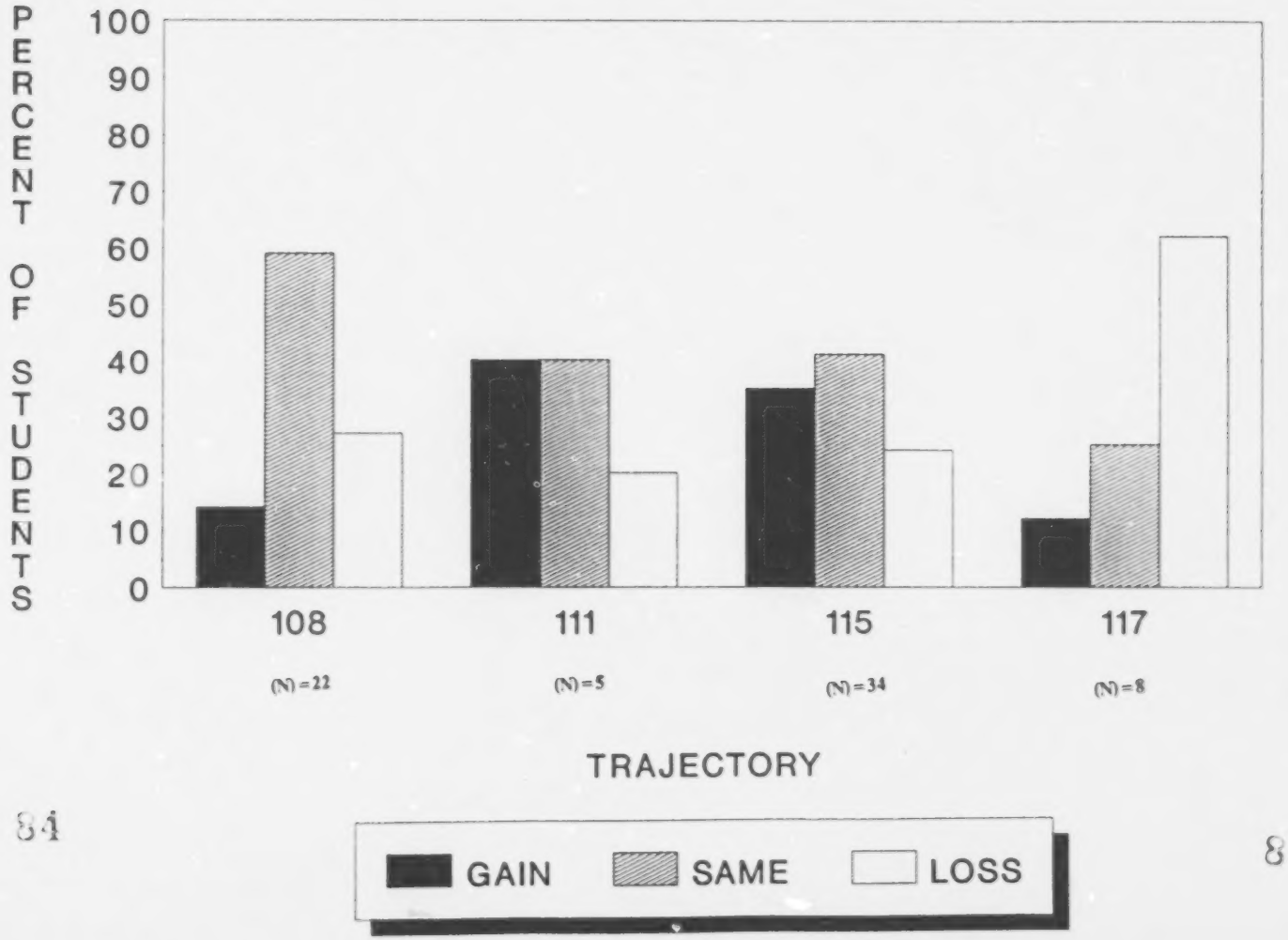

FIGURE 6

ENGLISH/LANGUAGE ARTS GRADE TRAJECTORIES

MIDDLE SCHOOLS

1991-1992 TO FALL 1992

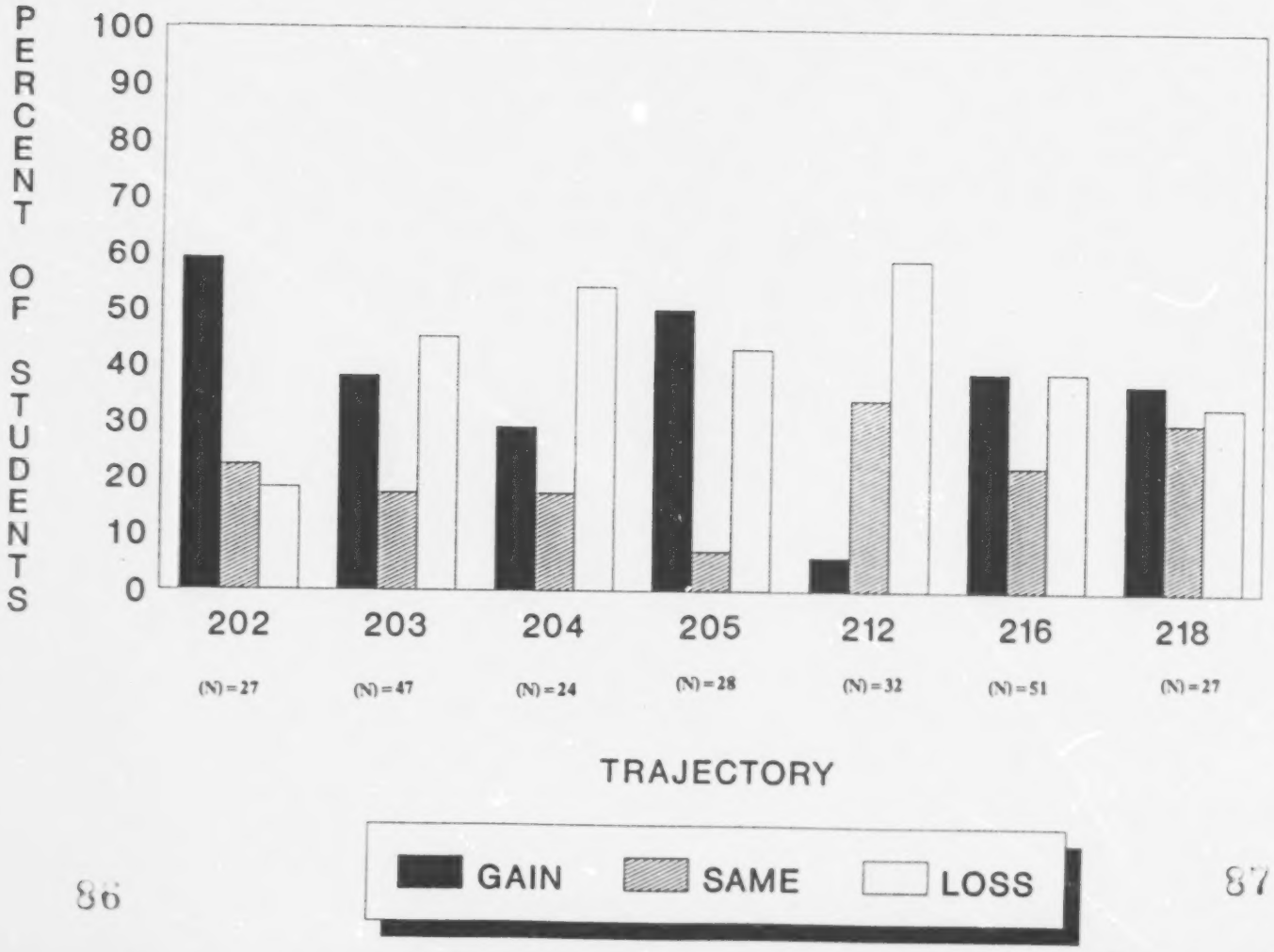

FIGURE 7

ENGLISH/LANGUAGE ARTS GRADE TRAJECTORIES
HIGH SCHOOLS

1991-1992 TO FALL 1992

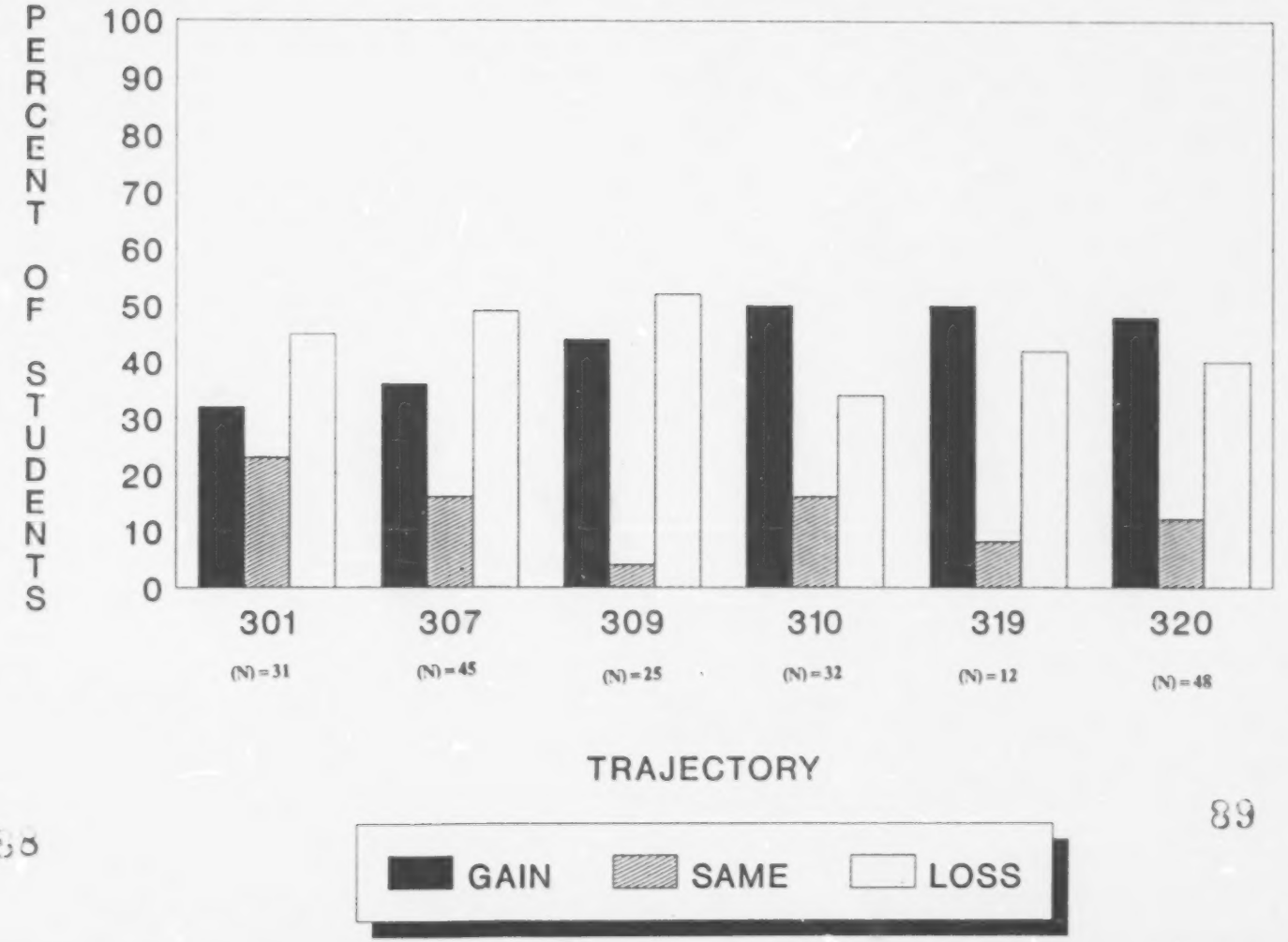

TABLE 17

SOCIAL STUDIES GRADE TRAJECTORIES 1991 TO 1992

SITE	GAIN	LOSS	SAME	GRAND TOTAL
106	1 (100%)	0 (0%)	0 (0%)	1
108	10 (45%)	4 (18%)	8 (36%)	22
111	5 (71%)	1 (14%)	1 (14%)	7
115	14 (41%)	5 (15%)	15 (44%)	34
117	3 (38%)	2 (25%)	3 (38%)	8
Elementary Total	33 (46%)	12 (17%)	27 (38%)	72
202	22 (81%)	3 (11%)	2 (7%)	27
203	17 (35%)	25 (52%)	6 (12%)	48
204	5 (23%)	14 (64%)	3 (14%)	22
205	9 (32%)	14 (50%)	5 (18%)	28
212	5 (16%)	16 (50%)	11 (34%)	32
216	18 (35%)	22 (42%)	12 (23%)	52
218	11 (42%)	11 (42%)	4 (15%)	26
Middle School Total	87 (37%)	105 (45%)	43 (18%)	235
301	6 (32%)	11 (58%)	2 (10%)	19
307	17 (36%)	23 (49%)	7 (15%)	47
309	6 (24%)	13 (52%)	6 (24%)	25
310	15 (48%)	12 (39%)	4 (13%)	31
319	2 (25%)	3 (38%)	3 (38%)	8
320	9 (36%)	9 (36%)	7 (28%)	25
High School Total	55 (35%)	71 (46%)	29 (19%)	155
Grand Total	175 (38%)	188 (41%)	99 (21%)	462

Excludes missing data

TABLE 18

MATHEMATICS GRADE TRAJECTORIES 1991 TO 1992

SITE	GAIN	LOSS	SAME	GRAND TOTAL
106	0 (0%)	0 (0%)	1 (100%)	1
108	3 (14%)	9 (41%)	10 (45%)	22
111	1 (14%)	3 (43%)	3 (43%)	7
115	6 (17%)	12 (34%)	17 (48%)	35
117	2 (25%)	1 (12%)	5 (62%)	8
Elementary Total	**12 (16%)**	**25 (34%)**	**36 (49%)**	**73**
202	12 (44%)	10 (37%)	5 (18%)	27
203	13 (29%)	18 (40%)	14 (31%)	45
204	6 (25%)	16 (67%)	2 (8%)	24
205	10 (36%)	16 (57%)	2 (7%)	28
212	9 (28%)	11 (34%)	12 (38%)	32
216	19 (36%)	25 (48%)	8 (15%)	52
218	12 (46%)	12 (46%)	2 (8%)	26
Middle School Total	**81 (35%)**	**108 (46%)**	**45 (19%)**	**234**
301	6 (26%)	12 (52%)	5 (22%)	23
307	14 (30%)	23 (50%)	9 (20%)	46
309	7 (30%)	11 (48%)	5 (22%)	23
310	15 (47%)	14 (44%)	3 (9%)	32
319	2 (22%)	5 (56%)	2 (22%)	9
320	17 (44%)	12 (31%)	10 (26%)	39
High School Total	**61 (35%)**	**77 (45%)**	**34 (20%)**	**172**
Grand Total	**154 (32%)**	**210 (44%)**	**115 (24%)**	**479**

Excludes missing data

TABLE 19

SCIENCE GRADE TRAJECTORIES 1991 TO 1992

SITE	GAIN	LOSS	SAME	GRAND TOTAL
106	0 (0%)	1 (100%)	0 (0%)	1
108	5 (24%)	5 (24%)	11 (52%)	21
111	4 (57%)	2 (29%)	1 (14%)	7
115	7 (21%)	11 (32%)	16 (47%)	34
117	2 (29%)	3 (43%)	2 (28%)	7
Elementary Total	**18 (26%)**	**22 (31%)**	**30 (43%)**	**70**
202	20 (74%)	5 (18%)	2 (7%)	27
203	13 (26%)	25 (51%)	11 (22%)	49
204	8 (35%)	11 (48%)	4 (17%)	23
205	14 (50%)	12 (43%)	2 (7%)	28
212	5 (16%)	20 (62%)	7 (22%)	32
216	15 (29%)	27 (53%)	9 (18%)	51
218	14 (52%)	9 (33%)	4 (15%)	27
Middle School Total	**89 (38%)**	**109 (46%)**	**39 (16%)**	**237**
301	8 (42%)	9 (47%)	2 (10%)	19
307	13 (33%)	21 (54%)	5 (13%)	39
309	3 (43%)	1 (14%)	3 (43%)	7
310	11 (35%)	18 (58%)	2 (6%)	31
319	4 (33%)	5 (42%)	3 (25%)	12
320	2 (100%)	0 (0%)	0 (0%)	2
High School Total	**41 (37%)**	**54 (49%)**	**15 (14%)**	**110**
Grand Total	**148 (35%)**	**185 (44%)**	**84 (20%)**	**417**

Excludes missing data

TABLE 20

Services Reported on Form D for 2nd Quarter 1991

Legend:

Contact/Session 1 = Case Management

Contact/Session 2 = Personal Development

Contact/Session 3 = Attendance Outreach

Contact/Session 4 = Employment

Contact/Session 5 = Parental Involvement

Contact/Session 6 = Health

Contact/Session 7 = Basic Skills Instruction

Contact/Session 8 = Extended School Days

Contact/Session 9 = Conflict Mediation

Contact/Session 10 = Staff Development

Contact/Session 11 = Multi Cultural Enrichment

Contact/Session 12 = Summer Program

Contact/Session 13 = Family Services

Contact/Session 14 = Other

TABLE 20

Services Reported on Form D for 2nd Quarter 1991

Site Number	YTD Enrollment	Contacts 1	Sessions 1	Contacts 2	Sessions 2	Contacts 3	Sessions 3	Contacts 4	Sessions 4	Contacts 5	Sessions 5	Contacts 6	Sessions 6	Contacts 7	Sessions 7
106	N/A														
108	N/A														
111	0									200	12				
113	25	22	22	76	76					245	119				
115	37	74	74	256	185	201	201			5	2				
117	2	5	2												
Subtotal	64	101	98	332	261	201	201	0	0	450	133	0	0	0	0
202	40	11	218	302	112	293	193	18	1	99	99	0	6		
203	0									7	1				
204	8														
205	90	41	41	142	14	603	586	21	21	40	3	21	21	34	34
212	20					115									
216	97	2071	2073	418	121	422	355			187	148				
218	155	374	374	382	382	441	449							1061	73
Subtotal	410	2497	2706	1244	629	1874	1583	39	22	333	251	21	27	1095	107
301	54	23	46	402	422					76	97				
307	162			1750	583	574	17	313	53	31	26			9	12
309	0			35	1	230	226								
310	78	235	892	604	705					104	86			75	380
314	130	130	3	480	5										
319	0														
320	91			385	385	152	152			141	141			5	5
Subtotal	515	388	941	3656	2101	956	395	313	53	352	350	0	0	89	397
Total	*989*	*2986*	*3745*	*5232*	*2991*	*3031*	*2179*	*352*	*75*	*1135*	*734*	*21*	*27*	*1184*	*504*

TABLE 20 (cont.)

Services Reported on Form D for 2nd Quarter 1991

Site	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions
Number	8	8	9	9	10	10	11	11	12	12	13	13	14	14
106														
108														
111														
113														
115														
117														
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
													17	8
202	15	47												
203														
204														
205	230	12			23	111	17	17						
212														
216	925	104												
218	144	13												
Subtotal	1314	176	0	0	23	111	17	17	0	0	0	0	17	8
301							7	184						
307														
309														
310	160	875												
314														
319											20	20		
320														
Subtotal	160	875	0	0	0	0	7	184	0	0	20	20	0	0
Total	*1474*	*1051*	*0*	*0*	*23*	*111*	*24*	*201*	*0*	*0*	*20*	*20*	*17*	*8*

TABLE 21

Services Reported on Form D for 2nd Quarter 1992

Site Number	YTD Enrollment	Contacts 1	Sessions 1	Contacts 2	Sessions 2	Contacts 3	Sessions 3	Contacts 4	Sessions 4	Contacts 5	Sessions 5	Contacts 6	Sessions 6	Contacts 7	Sessions 7
106	2														
108	72									102	38				
111	49	182	173	290	155	42	28								
113	34	96	96	306	277					80	44			140	140
115	85	340	340	1365	375	1564	1564			389	221				
117	11	14	16	68	81					35	42				
Subtotal	**253**	**632**	**625**	**2029**	**888**	**1606**	**1592**	**0**	**0**	**606**	**345**	**0**	**0**	**140**	**140**
202	62	253	277	465	184					209	169	34	2		
203	146			525	341	424	424			167	167				
204	23					209	216			127	66				
205	195	54	54	502	83	908	807	47	94	94	46	47	47		
212	17					17	17								
216	95	2514	2259	249	137	529	350			111	160				
218	101	114	114	253	11	1030	1030	102	9	71	71	25	1	1187	23
Subtotal	**639**	**2935**	**2704**	**1994**	**756**	**3117**	**2844**	**149**	**103**	**779**	**679**	**106**	**50**	**1187**	**23**
301	50	40	40	321	321					91	91				
307	250	369	369	1799	1399	553	181	81	52	96	32				
309	46								43	9	7				
310	132	503	1127			325	401			371	389			95	420
314	181			53	2					22	1	86	4		
319	28			133	133			27	27						
320	80	362	0	689	22	70	0			195	4				
Subtotal	**767**	**1274**	**1536**	**2995**	**1877**	**948**	**582**	**108**	**122**	**784**	**524**	**86**	**4**	**95**	**420**
Total	*1659*	*4841*	*4865*	*7018*	*3521*	*5671*	*5018*	*257*	*225*	*2169*	*1548*	*192*	*54*	*1422*	*583*

TABLE 21 (cont.)

Services Reported on Form D for 2nd Quarter 1992

Site	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions	Contacts	Sessions
Number	8	8	9	9	10	10	11	11	12	12	13	13	14	14
106											19	8		
108	7960	165												
111														
113														
115														
117														
Subtotal	7960	165	0	0	0	0	0	0	0	0	19	8	0	0
202														
203														
204														
205	187	15	18	3	13	6					4	3		
212														
216	570	52												
218	388	49			36	12					3	8		
Subtotal	1145	116	18	3	49	18	0	0	0	0	7	11	0	0
301	14	3	156	5										
307					24	9	209	16						
309	27	27												
310	311	960					86	35			8	52		
314							43	2						
319														
320														
Subtotal	352	990	156	5	24	9	338	53	0	0	8	52	0	0
Total	*9457*	*1271*	*174*	*8*	*73*	*27*	*338*	*53*	*0*	*0*	*34*	*71*	*0*	*0*

TABLE 22

Case Management Services in January and February 1993 by Site

	JAN					FEB				
SITE	0	1	2	3+	Grand total	0	1	2	3+	Grand total
106	0	0	0	1	1	0	0	0	1	1
Row%	0 00%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%	100 00%
108	31	0	0	0	31	31	0	0	0	31
Row%	100 00%	0 00%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%
111	17	2	0	0	19	19	0	0	0	19
Row%	89 47%	10 53%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%
113	22	0	0	0	22	22	0	0	0	22
Row%	100 00%	0 00%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%
115	2	34	2	2	40	3	34	1	2	40
Row%	5 00%	85 00%	5 00%	5 00%	100 00%	7 50%	85 00%	2 50%	5 00%	100 00%
117	1	0	0	9	10	1	0	0	9	10
Row%	10 00%	0 00%	0 00%	90 00%	100 00%	10 00%	0 00%	0 00%	90 00%	100 00%
202	0	6	17	7	30	1	16	13	0	30
Row%	0 00%	20 00%	56 67%	23 33%	100 00%	3 33%	53 33%	43 33%	0 00%	100 00%
203	27	19	4	0	50	29	14	5	2	50
Row%	54 00%	38 00%	8 00%	0 00%	100 00%	58 00%	28 00%	10 00%	4 00%	100 00%
204	31	0	0	0	31	31	0	0	0	31
Row%	100 00%	0 00%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%
205	9	14	14	12	49	14	12	20	3	49
Row%	18 37%	28 57%	28 57%	24 49%	100 00%	28 57%	24 49%	40 82%	6 12%	100 00%
212	32	0	0	0	32	32	0	0	0	32
Row%	100 00%	0 00%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%
216	51	2	1	0	54	53	1	0	0	54
Row%	94 44%	3 70%	1 85%	0 00%	100 00%	98 15%	1 85%	0 00%	0 00%	100 00%
218	11	7	5	7	30	8	9	6	7	30
Row%	36 67%	23 33%	16 67%	23 33%	100 00%	26 67%	30 00%	20 00%	23 33%	100 00%
301	23	13	5	6	47	23	8	5	11	47
Row%	48 94%	27 66%	10 64%	12 77%	100 00%	48 94%	17 02%	10 64%	23 40%	100 00%
307	31	7	5	6	49	28	10	1	10	49
Row%	63 27%	14 29%	10 20%	12 24%	100 00%	57 14%	20 41%	2 04%	20 41%	100 00%
309	26	9	2	0	37	35	2	0	0	37
Row%	70 27%	24 32%	5 41%	0 00%	100 00%	94 59%	5 41%	0 00%	0 00%	100 00%
310	25	10	0	5	40	20	11	8	1	40
Row%	62 50%	25 00%	0 00%	12 50%	100 00%	50 00%	27 50%	20 00%	2 50%	100 00%
319	14	0	0	0	14	14	0	0	0	14
Row%	100 00%	0 00%	0 00%	0 00%	100 00%	100 00%	0 00%	0 00%	0 00%	100 00%
320	19	30	5	0	54	27	22	2	3	54
Row%	35 19%	55 56%	9 26%	0 00%	100 00%	50 00%	40 74%	3 70%	5 56%	100 00%
Grand total	372	153	60	55	640	391	139	61	49	640
Row%	58 13%	23 91%	9 38%	8 59%	100 00%	61 09%	21 72%	9 53%	7 66%	100 00%

Legend: *0 = No contacts* *1 = 1 contact* *2 = 2 contacts* *3+ = 3 or more contacts*

TABLE 23

Personal Development Services in January and February 1993 by Site

SCHOOL	JAN 0	1	2	3+	Grand total		FEB 0	1	2	3+	Grand total
106	0	0	0	1	1		0	0	1	0	1
Row%	0 00%	0 00%	0 00%	100 00%	100 00%		0 00%	0 00%	100 00%	0 00%	100 00%
108	31	0	0	0	31		31	0	0	0	31
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
111	1	4	10	4	19		2	3	8	6	19
Row%	5 26%	21 05%	52 63%	21 05%	100 00%		10 53%	15 79%	42 11%	31 58%	100 00%
113	0	0	0	22	22		0	0	2	20	22
Row%	0 00%	0 00%	0 00%	100 00%	100 00%		0 00%	0 00%	9 09%	90 91%	100 00%
115	2	27	8	3	40		0	31	8	1	40
Row%	5 00%	67 50%	20 00%	7 50%	100 00%		0 00%	77 50%	20 00%	2 50%	100 00%
117	6	0	0	4	10		6	0	0	4	10
Row%	60 00%	0 00%	0 00%	40 00%	100 00%		60 00%	0 00%	0 00%	40 00%	100 00%
202	18	9	3	0	30		24	5	1	0	30
Row%	60 00%	30 00%	10 00%	0 00%	100 00%		80 00%	16 67%	3 33%	0 00%	100 00%
203	33	13	4	0	50		41	7	2	0	50
Row%	66 00%	26 00%	8 00%	0 00%	100 00%		82 00%	14 00%	4 00%	0 00%	100 00%
204	30	1	0	0	31		31	0	0	0	31
Row%	96 77%	3 23%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
205	36	5	1	7	49		36	5	1	7	49
Row%	73 47%	10 20%	2 04%	14 29%	100 00%		73 47%	10 20%	2 04%	14 29%	100 00%
212	32	0	0	0	32		32	0	0	0	32
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
216	24	1	2	27	54		17	8	4	25	54
Row%	44 44%	1 85%	3 70%	50 00%	100 00%		31 48%	14 81%	7 41%	46 30%	100 00%
218	25	1	1	3	30		21	3	2	4	30
Row%	83 33%	3 33%	3 33%	10 00%	100 00%		70 00%	10 00%	6 67%	13 33%	100 00%
301	47	0	0	0	47		47	0	0	0	47
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
307	22	5	1	21	49		22	9	3	15	49
Row%	44 90%	10 20%	2 04%	42 86%	100 00%		44 90%	18 37%	6 12%	30 61%	100 00%
309	29	5	3	0	37		32	5	0	0	37
Row%	78 38%	13 51%	8 11%	0 00%	100 00%		86 49%	13 51%	0 00%	0 00%	100 00%
310	30	4	4	2	40		27	9	3	1	40
Row%	75 00%	10 00%	10 00%	5 00%	100 00%		67 50%	22 50%	7 50%	2 50%	100 00%
319	7	4	1	2	14		9	4	0	1	14
Row%	50 00%	28 57%	7 14%	14 29%	100 00%		64 29%	28 57%	0 00%	7 14%	100 00%
320	11	12	19	12	54		3	12	24	15	54
Row%	20 37%	22 22%	35 19%	22 22%	100 00%		5 56%	22 22%	44 44%	27 78%	100 00%
Grand total	384	91	57	108	640		381	101	59	99	640
Row%	60 00%	14 22%	8 91%	16 88%	100 00%		59 53%	15 78%	9 22%	15 47%	100 00%

Legend: *0 = No contacts* *1 = 1 contact* *2 = 2 contacts* *3+ = 3 or more contacts*

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TABLE 24

Attendance Outreach Services in January and February 1993 by Site

	JAN						FEB				
SITE	0	1	2	3+	Grand total		0	1	2	3+	Grand total
106	1	0	0	0	1		1	0	0	0	1
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
108	31	0	0	0	31		31	0	0	0	31
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
111	9	9	1	0	19		18	1	0	0	19
Row%	47.37%	47.37%	5.26%	0.00%	100.00%		94.74%	5.26%	0.00%	0.00%	100.00%
113	22	0	0	0	22		22	0	0	0	22
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
115	9	16	8	7	40		6	12	16	6	40
Row%	22.50%	40.00%	20.00%	17.50%	100.00%		15.00%	30.00%	40.00%	15.00%	100.00%
117	10	0	0	0	10		10	0	0	0	10
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
202	24	6	0	0	30		24	6	0	0	30
Row%	80.00%	20.00%	0.00%	0.00%	100.00%		80.00%	20.00%	0.00%	0.00%	100.00%
203	50	0	0	0	50		50	0	0	0	50
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
204	17	8	0	6	31		18	10	1	2	31
Row%	54.84%	25.81%	0.00%	19.35%	100.00%		58.06%	32.26%	3.23%	6.45%	100.00%
205	45	3	1	0	49		48	1	0	0	49
Row%	91.84%	6.12%	2.04%	0.00%	100.00%		97.96%	2.04%	0.00%	0.00%	100.00%
212	9	15	7	1	32		10	9	8	5	32
Row%	28.13%	46.88%	21.88%	3.13%	100.00%		31.25%	28.13%	25.00%	15.63%	100.00%
216	40	9	0	5	54		29	15	7	3	54
Row%	74.07%	16.67%	0.00%	9.26%	100.00%		53.70%	27.78%	12.96%	5.56%	100.00%
218	3	11	8	8	30		6	12	4	8	30
Row%	10.00%	36.67%	26.67%	26.67%	100.00%		20.00%	40.00%	13.33%	26.67%	100.00%
301	47	0	0	0	47		47	0	0	0	47
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
307	38	8	0	3	49		41	4	0	4	49
Row%	77.55%	16.33%	0.00%	6.12%	100.00%		83.67%	8.16%	0.00%	8.16%	100.00%
309	33	4	0	0	37		36	0	0	1	37
Row%	89.19%	10.81%	0.00%	0.00%	100.00%		97.30%	0.00%	0.00%	2.70%	100.00%
310	40	0	0	0	40		40	0	0	0	40
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
319	8	2	3	1	14		6	3	3	2	14
Row%	57.14%	14.29%	21.43%	7.14%	100.00%		42.86%	21.43%	21.43%	14.29%	100.00%
320	9	14	26	5	54		31	11	9	3	54
Row%	16.67%	25.93%	48.15%	9.26%	100.00%		57.41%	20.37%	16.67%	5.56%	100.00%
Grand total	445	105	54	36	640		474	84	48	34	640
Row%	69.53%	16.41%	8.44%	5.63%	100.00%		74.06%	13.13%	7.50%	5.31%	100.00%

Legend: *0 = No contacts* *1 = 1 contact* *2 = 2 contacts* *3+ = 3 or more contacts*

TABLE 25

Parental Involvement Services in January and February 1993 by Site

SITE	JAN 0	1	2	3+	Grand total		FEB 0	1	2	3+	Grand total
106	0	0	1	0	1		0	0	0	1	1
Row%	0 00%	0 00%	100 00%	0 00%	100 00%		0 00%	0 00%	0 00%	100 00%	100 00%
108	31	0	0	0	31		31	0	0	0	31
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
111	15	4	0	0	19		13	5	1	0	19
Row%	78 95%	21 05%	0 00%	0 00%	100 00%		68 42%	26 32%	5 26%	0 00%	100 00%
113	22	0	0	0	22		22	0	0	0	22
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
115	16	3	3	18	40		19	3	3	15	40
Row%	40 00%	7 50%	7 50%	45 00%	100 00%		47 50%	7 50%	7 50%	37 50%	100 00%
117	8	0	0	2	10		8	0	0	2	10
Row%	80 00%	0 00%	0 00%	20 00%	100 00%		80 00%	0 00%	0 00%	20 00%	100 00%
202	14	16	0	0	30		16	14	0	0	30
Row%	46 67%	53 33%	0 00%	0 00%	100 00%		53 33%	46 67%	0 00%	0 00%	100 00%
203	42	8	0	0	50		35	12	2	1	50
Row%	84 00%	16 00%	0 00%	0 00%	100 00%		70 00%	24 00%	4 00%	2 00%	100 00%
204	30	1	0	0	31		31	0	0	0	31
Row%	96 77%	3 23%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
205	37	7	4	1	49		27	17	5	0	49
Row%	75 51%	14 29%	8 16%	2 04%	100 00%		55 10%	34 69%	10 20%	0 00%	100 00%
212	31	1	0	0	32		32	0	0	0	32
Row%	96 88%	3 13%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
216	52	2	0	0	54		54	0	0	0	54
Row%	96 30%	3 70%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
218	11	13	5	1	30		12	14	2	2	30
Row%	36 67%	43 33%	16 67%	3 33%	100 00%		40 00%	46 67%	6 67%	6 67%	100 00%
301	47	0	0	0	47		47	0	0	0	47
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
307	48	1	0	0	49		48	1	0	0	49
Row%	97 96%	2 04%	0 00%	0 00%	100 00%		97 96%	2 04%	0 00%	0 00%	100 00%
309	37	0	0	0	37		37	0	0	0	37
Row%	100 00%	0 00%	0 00%	0 00%	100 00%		100 00%	0 00%	0 00%	0 00%	100 00%
310	39	0	0	1	40		39	0	0	1	40
Row%	97 50%	0 00%	0 00%	2 50%	100 00%		97 50%	0 00%	0 00%	2 50%	100 00%
319	4	1	6	3	14		9	4	1	0	14
Row%	28 57%	7 14%	42 86%	21 43%	100 00%		64 29%	28 57%	7 14%	0 00%	100 00%
320	48	5	1	0	54		42	9	2	1	54
Row%	88 89%	9 26%	1 85%	0 00%	100 00%		77 78%	16 67%	3 70%	1 85%	100 00%
Grand total	532	62	20	26	640		522	79	16	23	640
Row%	83 13%	9 69%	3 13%	4 06%	100 00%		81 56%	12 34%	2 50%	3 59%	100 00%

Legend: *0 = No contacts* *1 = 1 contact* *2 = 2 contacts* *3+ = 3 or more contacts*

TABLE 26

Extended School Day Services in January and February 1993 by Site

	JAN						FEB				
SITE	0	1	2	3+	Grand total		0	1	2	3+	Grand total
106	1	0	0	0	1		1	0	0	0	1
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
108	1	0	0	30	31		1	0	0	30	31
Row%	3.23%	0.00%	0.00%	96.77%	100.00%		3.23%	0.00%	0.00%	96.77%	100.00%
111	19	0	0	0	19		19	0	0	0	19
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
113	22	0	0	0	22		22	0	0	0	22
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
115	4	1	0	35	40		2	1	2	35	40
Row%	10.00%	2.50%	0.00%	87.50%	100.00%		5.00%	2.50%	5.00%	87.50%	100.00%
117	10	0	0	0	10		10	0	0	0	10
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
202	22	4	1	3	30		26	0	1	3	30
Row%	73.33%	13.33%	3.33%	10.00%	100.00%		86.67%	0.00%	3.33%	10.00%	100.00%
203	48	2	0	0	50		47	2	1	0	50
Row%	96.00%	4.00%	0.00%	0.00%	100.00%		94.00%	4.00%	2.00%	0.00%	100.00%
204	31	0	0	0	31		31	0	0	0	31
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
205	38	1	2	8	49		38	1	2	8	49
Row%	77.55%	2.04%	4.08%	16.33%	100.00%		77.55%	2.04%	4.08%	16.33%	100.00%
212	32	0	0	0	32		32	0	0	0	32
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
216	21	9	6	18	54		35	2	2	15	54
Row%	38.89%	16.67%	11.11%	33.33%	100.00%		64.81%	3.70%	3.70%	27.78%	100.00%
218	27	1	2	0	30		23	2	1	4	30
Row%	90.00%	3.33%	6.67%	0.00%	100.00%		76.67%	6.67%	3.33%	13.33%	100.00%
301	47	0	0	0	47		47	0	0	0	47
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
307	49	0	0	0	49		49	0	0	0	49
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
309	19	0	0	18	37		19	0	0	18	37
Row%	51.35%	0.00%	0.00%	48.65%	100.00%		51.35%	0.00%	0.00%	48.65%	100.00%
310	7	0	1	32	40		6	0	1	33	40
Row%	17.50%	0.00%	2.50%	80.00%	100.00%		15.00%	0.00%	2.50%	82.50%	100.00%
319	14	0	0	0	14		14	0	0	0	14
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
320	54	0	0	0	54		54	0	0	0	54
Row%	100.00%	0.00%	0.00%	0.00%	100.00%		100.00%	0.00%	0.00%	0.00%	100.00%
Grand total	466	18	12	144	640		476	8	10	146	640
Row%	72.81%	2.81%	1.88%	22.50%	100.00%		74.38%	1.25%	1.56%	22.81%	100.00%

Legend: *0 = No contacts* *1 = 1 contact* *2 = 2 contacts* *3+ = 3 or more contacts*

TABLE 27

STUDENTS WITH CONTACTS AND WITHOUT CONTACTS IN JANUARY AND FEBRUARY BY SITE

SITE	CONTACT	NO CONTACT	GRAND TOTAL
106	1 (.8%)	0 (0%)	1
108	30 (25%)	1 (33%)	31
111	18 (15%)	1 (33%)	19
113	22 (18%)	0 (0%)	22
115	40 (33%)	0 (0%)	40
117	9 (8%)	1 (33%)	10
Elementary School Total	**120 (98%)**	**3 (2%)**	**123**
202	30 (12%)	0 (0%)	30
203	42 (17%)	8 (27%)	50
204	18 (7%)	13 (43%)	31
205	47 (19%)	2 (7%)	49
212	27 (11%)	5 (17%)	32
216	52 (21%)	2 (7%)	54
218	30 (12%)	0 (0%)	30
Middle School Total	**246 (89%)**	**30 (11%)**	**276**
301	30 (14%)	17 (81%)	47
307	45 (20%)	4 (19%)	49
309	37 (17%)	0 (0%)	37
310	40 (18%)	0 (0%)	40
319	14 (6%)	0 (0%)	14
320	54 (24%)	0 (0%)	54
High School Total	**220 (91%)**	**21 (9%)**	**241**
Grand Total	**586 (92%)**	**54 (8%)**	**640**

TABLE 28

LEVEL OF SERVICE PROVIDED TO STUDENTS IN JANUARY 1993 IN FIVE COMBINED COMPONENTS

SITE	N0 CONTACTS	1 OR 2 CONTACTS	3 OR MORE CONTACTS	GRAND TOTAL
106	0 (0%)	0 (0%)	1 (100%)	1
108	1 (3%)	0 (0%)	30 (97%)	31
111	1 (5%)	5 (26%)	13 (68%)	19
113	0 (0%)	0 (0%)	22 (100%)	22
115	0 (0%)	0 (0%)	40 (100%)	40
117	1 (10%)	0 (0%)	9 (90%)	10
Elementary Total	**3 (2%)**	**8 (4%)**	**115 (93%)**	**123**
202	0 (0%)	8 (27%)	22 (73%)	30
203	15 (30%)	29 (58%)	6 (12%)	50
204	17 (55%)	8 (26%)	6 (19%)	31
205	5 (10%)	18 (37%)	26 (53%)	49
212	8 (25%)	23 (72%)	1 (3%)	32
216	10 (18%)	8 (15%)	36 (67%)	54
218	3 (10%)	5 (17%)	22 (73%)	30
Middle School Total	**58 (21%)**	**99 (36%)**	**119 (43%)**	**276**
301	23 (49%)	18 (38%)	6 (13%)	47
307	10 (20%)	15 (31%)	24 (49%)	49
309	2 (5%)	16 (43%)	19 (51%)	37
310	4 (10%)	4 (10%)	32 (80%)	32
319	1 (7%)	3 (21%)	10 (71%)	12
320	0 (0%)	9 (17%)	45 (83%)	48
High School Total	**40 (16%)**	**65 (27%)**	**136 (56%)**	**241**
Grand Total	**101 (16%)**	**169 (26%)**	**370 (58%)**	**640**

TABLE 29

LEVEL OF SERVICE PROVIDED TO STUDENTS IN FEBRUARY 1993 IN FIVE COMBINED COMPONENTS

SITE	N0 CONTACTS	1 OR 2 CONTACTS	3 OR MORE CONTACTS	GRAND TOTAL
106	0 (0%)	0 (0%)	1 (100%)	1
108	1 (3%)	0 (0%)	30 (97%)	31
111	2 (10%)	8 (42%)	9 (47%)	19
113	0 (0%)	2 (9%)	20 (91%)	22
115	0 (0%)	0 (0%)	40 (100%)	40
117	1 (10%)	0 (0%)	9 (90%)	10
Elementary Total	**4 (3%)**	**10 (8%)**	**109 (89%)**	**123**
202	0 (0%)	15 (50%)	15 (50%)	30
203	17 (34%)	27 (54%)	6 (12%)	50
204	18 (58%)	11 (35%)	2 (6%)	31
205	5 (10%)	23 (47%)	21 (43%)	49
212	10 (31%)	17 (53%)	5 (16%)	32
216	3 (6%)	17 (31%)	34 (63%)	54
218	0 (0%)	5 (17%)	25 (83%)	30
Middle School Total	**53 (19%)**	**115 (42%)**	**108 (39%)**	**276**
301	23 (49%)	13 (28%)	11 (23%)	47
307	10 (20%)	19 (39%)	20 (41%)	49
309	12 (32%)	6 (16%)	19 (51%)	37
310	0 (0%)	6 (15%)	34 (85%)	32
319	2 (14%)	7 (50%)	5 (36%)	12
320	1 (1%)	14 (26%)	39 (72%)	48
High School Total	**48 (20%)**	**65 (27%)**	**128 (53%)**	**241**
Grand Total	**105 (16%)**	**190 (30%)**	**345 (54%)**	**640**